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MANUAL OF EXERCISES

— IN —

PHYSICAL TRAINING

PART ONE

For Grades I, II, III, IV

Prepared by CARL ZIEGLER, M.D., B.S.G.

Supervisor of Physical Training and Hygiene
Cincinnati Public Schools

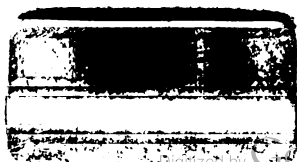


CINCINNATI, OHIO
September, 1914



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INTRODUCTION.

This manual is intended as a guide for the teachers, and is planned to enable them to give the gymnastic lessons in such manner that the pupils will receive the greatest amount of benefit.

In undertaking the preparation of this manual, I considered carefully the difficulties to be overcome in attempting to meet the different conditions existing in the various schools. I realized, too, the need of meeting the many demands made upon the Physical Training Department, for pleasant and effective exercises, as well as for a variety of work.

Since those who do the actual teaching are the ones who should understand the needs and conditions best, all the members of the Physical Training Department were called in conference. This book embodies many features suggested by their experience.

It is only when we attain correct and energetic execution on the part of the pupils, when teachers and pupils alike have grasped the purpose of each exercise, so as to be able to detect and correct faulty execution, that we may hope for those results which alone justify teaching this subject.

In order that the greatest possible good may accrue to the pupils, the teachers must thoroughly acquaint themselves with the subject matter. The "Instructions to Teachers," the descriptions of the exercises, the manner of giving commands, as well as the lessons which are to be given, must be carefully studied.

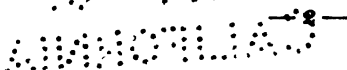
Teachers must also observe closely the work of the special teachers, and learn the best methods of giving a gymnastic lesson. In this way they will learn to use to the best possible advantage the limited time allowed this subject. The lessons must be memorized so that they can be given without reference to the book.

There must be a regular time in the daily program for the exercises, and at this time the complete lesson should be given.

The conditions under which the work is conducted in the regular class room are not altogether favorable. For this reason the success of the lesson will depend largely upon the attitude of the class teacher. The fidelity and faithful coöperation of the teachers and those in charge of the schools will determine the results attained.

This manual contains fifty lessons, each of which is intended to be for two weeks. Each grade will use twenty lessons, as follows:

First Grade—Lessons 1 to 20; Second Grade—Lessons 11 to 30; Third Grade—Lessons 21 to 40; Fourth Grade—Lessons 31 to 50. Teachers may review previous lessons at their discretion, but should



always leave the new lesson for the special teacher to present for the first time, unless otherwise instructed.

The work of these grades consists of calisthenics, rhythmic steps and games for the school room and playground. The games are to be used at the discretion of the teacher.

The "Relaxation Drills" found on the pages preceding the term's work should be given at frequent intervals throughout the day. They are composed of vigorous exercises that will stimulate the heart and lungs and relieve the cramped condition of the muscles. The time for these, whenever taken, is not to be considered as a part of the time allowed for regular physical training.

The "Mimetic Exercises" which are embodied in the various lessons should appeal to the children. They are good gymnastic material when done in exact imitation of the things they represent, but their beneficial effect will be lost by trifling and indifferent execution.

Since exercise in the open air is much more beneficial than that indoors, teachers are strongly urged to give their physical training lessons in the school yard whenever possible.

The drawings, which I believe will be appreciated by all who use the book in the class room, were made by Dr. Robert Nohr. "They may not be artistically correct," he says, "but they will help the teachers to understand the text and will give them a better idea of the correct positions."

Dr. Robert Nohr, Mr. Ernst Thoma, Miss Edith Grebner and Miss Sophie Eid rendered valuable assistance in the preparation of this manual, and are deserving of the thanks which are hereby expressed.

That this manual will meet with the approval of the teachers, and accomplish the end for which it is intended, is the earnest wish and sincere hope of the writer.

CARL ZIEGLER,

Supervisor of Physical Training and Hygiene.

CINCINNATI, Ohio, September, 1914.

THE PURPOSE OF GYMNASTICS IN SCHOOLS.

A discussion of the question whether physical training should or should not be taught is not necessary. It is generally conceded to be an essential part of school work. A brief statement of facts is, however, deemed advisable in this place.

One of the evils consequent to school methods is the long confinement of the pupils, often in large numbers, from five to six hours per day. The very nature of our school organization requires that the pupils sit quietly at their desks during the greater part of this long period, and as the desks are often ill-fitting and out of proportion to the size of the pupils, much physical harm results. The immediate results of this sedentary life are disturbances of many natural functions: digestion and nutrition are impaired; the respiration becomes shallow; the circulation is retarded; soft and rapidly-growing bony structure is pressed upon and distorted, causing deformities.

To counteract these evil tendencies, at least to some extent, physical training has been made a part of the school work in nearly every large city.

Good posture is essential to the proper development of the vital organs, especially those in the chest. The exercises contained in this manual have been arranged with this special aim: To produce good posture and graceful carriage.

Muscular work stimulates the different organs; the heart beats become more rapid and stronger, respirations more frequent and deeper, and the digestion is improved. In addition to this, well-regulated exercise brings about a straightening of the various limbs; the muscles of the body are strengthened and so prevent deformities.

The educational value must also be taken into consideration. Through properly-conducted daily exercise the pupils are led to think more of their physical condition. Their attention is directed to the many things that help to undermine health, and they are taught to appreciate the value of a strong, well-proportioned body, and to detect their shortcomings. The habit of exercise thus formed often continues in later life.

The direct training of the motor nerves insures better coördination, resulting in a lesser expenditure of vital energy, in all kinds of muscular work, thus producing graceful movements. Of equal importance with the motor training is the training of the inhibitory powers. To suppress the natural desire for motion, inherent in all persons, is one thing, but to train the will so as to control the many involuntary movements is quite another. Both forms of nerve training must result from all properly-conducted physical exercises.

INSTRUCTIONS AND SUGGESTIONS.

Before beginning the lesson be sure that the air in the room is pure, or will become so before the lesson is far advanced. *Ventilate the room thoroughly.*

Insist upon the pupils removing overcoats, overshoes, cloaks, and wraps of all kinds. Impress upon them the evil effects of wearing such things indoors; also the wearing of tight-fitting garments of every kind. Have the boys unbutton their coats.

The minimum time to be given for this subject is fifteen minutes per day.

In the first and second grades give at least three lessons per day. In one of those periods the complete lesson assigned for the time must be given. In the third and fourth grades give at least two lessons per day; one short period between 11 and 11:30 o'clock, and a longer period between 2:15 and 2:45 o'clock. In the longer period give the entire lesson assigned.

Each complete lesson consists of: (a) The march to places. (Grades 3 and 4.) (b) Several preliminary exercises, consisting of facings, starting positions, etc. (c) The exercises contained in the lesson. (d) The breathing exercise. (Where the air in the room warrants.) (e) The march back to seats.

Be precise in giving commands. Give every new exercise by command; if necessary, repeat several times before beginning to exercise in rhythm. When the class is exercising in rhythm count the different movements of the exercises; as, 1-2, if two movements compose the exercise, and 1-2-3-4, if the exercise is composed of four movements.

Do not *require* pupils to memorize the lesson.

Repeat each exercise six to ten times, according to the muscular effort required.

The lesson must be given in an energetic and lively manner. A brisk rhythm should be used when an exercise requires the movement of only a small muscle group, but a slower rhythm must be used as the movements become larger and more complex. Let the exercises follow each other as quickly as possible, i. e., do not waste time in correcting individual pupils, or in making lengthy explanations. Remember that the prime object is exercise. Keep the pupils busy. Remember that to show an exercise once is better than several explanations.

To get the best results the teachers must memorize the lesson.

Insist on good posture at all times, also on correct and energetic movements.

When a musical instrument is available, it may be used, so long as the pupils exercise with that vim and vigor which characterize efficient work. The movements must not be permitted to become mechanical.

Exercises may be given: (a) by command; (b) by count; (c) in rhythmic succession.

(a) All new exercises must be given by command, in order that the pupils may fix the movements in their minds. The command for each part of the exercise should be given separately, as, "Arms forward — Raise!" "Arms — Down!"

(b) If an exercise is difficult, it should be repeated several times by command, or numbers may be substituted for the command, but there must be a command or count for each movement, the pupils moving only by the guidance of the teacher. The counts may be given at longer intervals or in rapid succession as the occasion demands, but without any attempt at rhythm.

(c) After an exercise has been learned it can be executed in rhythmic succession. The rhythm is indicated either by counting, by tapping with a pencil or the foot, or by music. The former is preferable, for, by accenting the various counts, the pupils are inspired to more vigorous and energetic movements. The rhythm should vary according to the exercise. A simple exercise may be executed more rapidly than one that requires the coördination of a large number of muscles, or one in which there are large movements of the whole body. Ordinarily the rhythm should be about march-time, but trunk exercises should be about half as fast. Exercises may also be given in double or quadruple time, the pupils moving on the odd numbers, or on the first of four counts, holding the position during the even counts or from 1-4, as the case may be.

When an exercise is to be executed in rhythmic succession, give the command: "In time — Begin!" and immediately begin to count: "1-2," etc. When the exercise is to cease give the command "Stop!" instead of the last count; as, "1-2-3-4, 1-2-3-Stop!" If the pupils are marching use the command "Halt!" Give the command "Halt!" when the pupils are placing the *right* foot. They should then take one more step with the left foot, and stop with the right.

When an exercise requires a starting position give the command for that before giving the command for any part of the exercise. If the starting position is fatiguing, and if there are several exercises which require the same position, give the command to resume the fundamental position after each exercise, in order that the affected muscles may be momentarily relieved from the strain.

The exercises of a lesson should follow each other in quick succession and explanations and corrections should be as brief as possible. When the class is exercising in rhythm the teacher may make corrections by calling the attention of individual pupils to errors without stopping the work of the class; as, Willie, hold up your head; Mary, stretch your arms; George, you are bending the wrong knee, etc. Stop the class for corrections only when a number of pupils are at fault. Remember that it is often better to commend a pupil who is doing well than to find fault with the one who is in error. Therefore it is sometimes advisable to let one who does an exercise correctly show the class how well it can be

done. Call attention frequently, especially before beginning the lesson, to a good standing position.

A straight-line drawing of an exercise will often help the pupils to understand the same.

As it is impossible to see all the movements of all the pupils from the same place, the teacher should move about, to different parts of the room; a side view of the class will often reveal errors that are not visible from the front.

Pupils who do their work poorly should not stand in front of the class. Imitation is a large factor in education, therefore the pupils should see good models.

A self-conscious pupil will often work better when standing behind the others than when directly under the eye of the teacher.

After the different exercises have been mastered, much time can be saved by changing from one exercise to another without stopping, the teacher giving the command for the next exercise while the class is working, and then giving the command "Change!" on the last count of the exercise which the class is performing. Thus changing from one exercise to another, or a movement from one side to the other, or alternating two exercises that are similar, should be done without pause.

The special teachers will visit each class once in two weeks to teach the new lesson. The Supervisor will visit each room at least twice a year to see how the class teachers conduct the work. At these visits he will take note of the following points:

The manner of giving the lesson; clearness and accuracy in giving commands; promptness, correctness and vigor of execution; *posture*.

COMMANDS.

The proper giving of the commands is of the utmost importance. Upon the ability to give commands depends largely the success or failure of the teacher. The motor activities as well as the inhibitory powers are developed by the prompt response to well-given commands, while the tone of voice and the emphasis determine largely the amount of vigor and energy the pupils put into their work. Therefore every teacher should make it a duty to acquire the habit of giving commands correctly.

Every command has two parts: "Explanatory" and "Executive." The first part, in which the class is informed of what it is to do, should be as terse and precise as is consistent with clearness, and should be in the form of a complete sentence, conveying clearly the idea of the movements to be executed, as, "Raise arms forward" is the first part of a command. To complete the command the second or executive part is necessary in order that the pupils may know when to raise the arms. For this part of the command the verb which indicates the movement is generally used, but a number may be used instead; thus: Raise arms forward—one!

When using the verb as the command of execution, it is well, in order to avoid repetition of the word, to use the inverted form, placing the verb last, thus: Arms forward—Raise! If the movement be compound, *i. e.*, if two or more parts of the body are to be moved at once, use the last verb for the command; thus: Raise left leg and arms forward—Stretch!

The explanatory part of a command should always be given in a clear and distinct manner. Then there should be a pause, and this is followed by the command for execution, which should always be given in an accented and forceful manner.

The call for "Attention" should be used sparingly, it being presumed that the pupils are attentive. When it is used, it should be in the manner of an executive command.

When an exercise is to be discontinued use the command "Stop!" or "Halt!" in as decisive a manner as a command of execution.

In specifying direction, movement, or part of the body, the teacher should always use the exact term; as, forward, backward, upward, raise, thrust, stretch, left leg, right knee, etc., so that the pupil will not be in doubt as to the meaning of the command.

In this manual all technical terms are avoided. The term "Bend-knee-step," which is used, is a contraction of the sentence: "Bend (right) knee and step forward with the (left) foot." This contraction gives us "Bend-knee-step forward left."

The use of the suffix "ward" in connection with the word side, giving "sideward,"* is used for the sake of uniformity with upward and forward.

* See Standard Dictionary.

EXPLANATION OF POSITIONS.

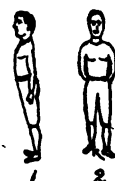
A.—FUNDAMENTAL POSITION.

The position for exercising should always be an erect one, or what is commonly known as that of the soldier. The heels and knees should be close together; the toes turned outward to an angle of about 90° ; the body, erect and well balanced upon the hips, should be inclined slightly forward, so as to throw the weight a little more upon the balls of the feet than upon the heels; the chest active; the shoulders level and well back; head erect and eyes forward; arms at the side, with the fingers touching the thigh a little behind the middle line. *Command: Position—Stand!* Fig. 1.

If it becomes necessary to allow the pupils to stand in any other position, give the command: *In Place—Rest!* Fig. 2.

The pupils will then place the right foot backward, clasp hands behind, and stand in an easy but erect attitude.

The teachers should at all times insist upon the pupils standing in a proper position, whether for exercising or for recitations.

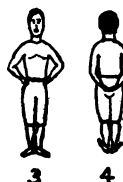


B.—STARTING POSITIONS.

A large number of exercises are executed from the "Fundamental Position"; for others it may be necessary or desirable to have the arms or legs in a certain position from which to begin the exercise. These are called "Starting Positions."* They are as follows:

(a) *Hands on hips—Place!* Fig. 3. *Hands—Down!*

The hands are placed so that the palms rest upon the crest of the ilium, fingers closed and directed forward, thumbs backward, shoulders and elbows well back. The forearm and hand should form a straight line from the elbow to the finger tips.



(b) *Hands behind—Clasp!* Fig. 4. *Hands—Down!*

The hands are clasped behind, fingers interlaced and the palms touching, the elbows extended and the shoulders drawn back.

(c) *Hands on shoulders—Place!* Fig. 5. *Hands—Down!*

The arms are raised outward and bent so as to bring the hands above the shoulders; the elbows are directed sideward and on a line with the shoulders; the wrist and hand are slightly curved.



(d) *Arms for thrusting—Bend!* Fig. 6. *Arms—Down!*

The arms are bent to an acute angle, elbows well back, forearm horizontal, upper arm inclined backward, wrist straight and hands clenched

* In this manual the commands for the starting positions, as well as the return commands, are printed in italics.

(fist), with the knuckles downward. The muscles of the arms should be tense.

(e) *Hands behind neck—Place!* Fig. 7. *Hands—Down!*

Raise the arms sideward; bend them so that the hands will be behind the neck, the finger tips touching at the base of the skull. The elbows must be in line with the shoulders and the head well back, and erect.

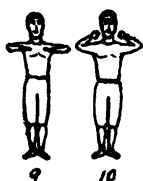
(f) *Arms upward—Bend!* Fig. 8. *Arms—Down!*



Bend the forearm upward so that the hands which are clenched (fists) are outside of the shoulders, the latter well back. The knuckles on the outside. The muscles of the arm should be tense.

(g) *Arms inward—Bend!* Fig. 9. *Arms—Down!*

Raise the arms so that the elbows and forearms are on a level with the shoulders, the elbows well back, the hands in front of the shoulders, palms downward.

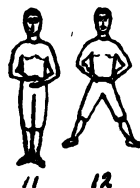


(h) *Arms for striking—Bend!* Fig. 10. *Arms—Down!*

Place the clenched fists above the shoulders, the knuckles backward, elbows in line with shoulders.

(i) *Hands for clapping—Raise!* Fig. 11. *Hands—Down!*

Raise the left forearm so that the hand is in front of the middle of the body, palm upward; the right hand just a little higher and above the left, with the palm downward.



(j) *Stride position—Stand!* Fig. 12. *Position—Stand!*

Place the foot indicated in the desired direction, forward, sideward or backward, about two foot lengths from the other, allow the body to move in the same direction, and stand firmly on both feet; the weight of the body being equally divided.

(k) *Straddle position, both feet sideward—Place! or Hop!* See Fig. 12. *Position—Stand!*

Place the left foot about one foot length to the left and the right foot the same distance to the right; the weight of the body equally divided on both feet.

EXPLANATION OF EXERCISES.

HEAD.—(a) The head can be lowered forward, backward and side-ward, left and right.

Forward.—Drop the head forward so that the chin will rest upon the chest.

Backward.—Move the head backward so that the face will be turned upward, but the chin should be close to the neck.

Sideward.—Incline the head toward the shoulders.

Command: Head forward—Lower!

Head—Raise!

Other directions accordingly. Fig. 1, a, b, c.

- (b) The head can be turned to the left and right. It should be perfectly erect and turned as far as possible in the direction indicated.

Command: Head to the left } —Turn! Fig. 2.
right }

Front—Turn!

NOTE.—All head exercises should be executed slowly.

TRUNK.—The trunk can be bent forward, downward, backward and sideward; also obliquely forward. It can also be turned or twisted.

- (a) Forward.—The forward bending is not a true bending of the trunk, but a lowering of the whole body forward; but to avoid confusion, and for ease in giving the command, the word “bend” will be used to designate this movement. The body, which should be in an erect position, with the chest active, and head well poised, is inclined forward to a greater or less degree; the movement takes place entirely at the hip joint; the back must be flat or concaved; the head retains its relative position, except that the chin is raised so as to turn the face toward the front.

Command: Trunk forward—Bend! Fig. 3.

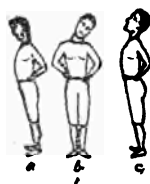
Trunk—Straighten!

- (b) Downward.—Unlike the forward bending, in this exercise the spine is bent as well as the whole body inclined forward. The head, although in the same relation to the body, should be below the level of the hips, and the spine convex.

Command: Trunk downward—Bend! Fig. 4.

Trunk—Raise!

- (c) Backward.—The backward bending must be a true bending of the spine, principally in the thoracic region. Movement below the hips must be entirely avoided. The upper part of the body is bent



backward; the chest well raised; the head in the same relative position, the face upward. The legs must be straight.

Command: Trunk backward—Bend! Fig. 5.

Trunk—Raise!

- (d) Sideward.—The trunk is bent, so that the upper part of the body is inclined toward the side; the head squarely above the shoulders. The flexion is entirely above the hips; the legs must be straight, and care must be taken not to raise the foot on the opposite side. The body must not twist or incline forward or backward.

Command: Trunk sideward—Bend! Fig. 6.

Trunk—Straighten!



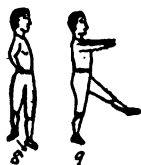
- (e) Obliquely forward—Turn the body (without moving the feet) so as to face half way between forward and sideward, then bend forward as under (a).

Command: Trunk obliquely forward—Bend! Fig. 7.

Trunk—Raise!

- (f) Turning.—Turn or twist the body so as to bring the broad axis of the chest into the deep axis (or nearly so); the hips must not participate in the movement, nor the legs twist.

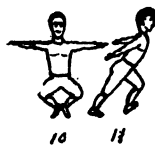
Command: Trunk to the left } —Turn! Fig. 8.
right }



Forward—Turn!

NOTE.—All trunk exercises should be executed slowly. For musical accompaniment a waltz is preferable.

In all trunk exercises the body must be in a good position. The chest must be active, *i. e.*, well raised and expanded. The abdomen should be back; the head well poised.



ARMS.—The arm exercises are classified under the following headings: (a) Raising; (b) Swinging; (c) Stretching; (d) Thrusting; (e) Throwing; (f) Striking; (g) Circling; (h) Rotating.

NOTE.—Teachers should be careful to give each exercise its proper name.

- (a) Raising.—Raising the arms implies that they are elevated from a lower to a higher level.

When raised forward, or sideward, they are on a level and in a direct line with the shoulders. The palms of the hands are downward. Figs. 9 and 10. When raised backward they are about midway between downward and the shoulder level. Fig. 11.

When raised fore-upward, or side-upward, the hands are turned after they pass the horizontal plane. The arms are vertical, close to the head, as far apart as the shoulders, and the palms of the hands are toward each other. Fig. 12.

Command: Arms forward—Raise!

Arms—Down!

Other positions accordingly.

When raised obliquely fore-upward they are half way between the shoulder level and upward, the hands as in the upward position. Fig. 13.

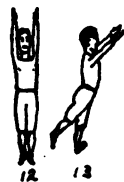
When raised diagonally sideward one arm is obliquely side-upward,

the other side-downward. See Fig. 15. When raised forward and backward one arm is obliquely fore-upward, the other back-downward. The hands are in pronation. Fig. 14. When the diagonal position is used in connection with a leg movement the arms must be parallel with the straight leg. Fig. 15.

When raised sideward, left or right, one arm is straight sideward, the other bent inward, with the hand in front of the shoulder, both arms on a level with the shoulders, the hands in pronation. Fig. 16.

(b) Swinging.

1. The arms are moved quickly forward and backward as a pendulum.
2. With arms sideward; swing them up and down quickly—"Flying Movement."
3. With both arms sideward left; swing them on the same level, to the position sideward right.
4. Also swing in a circle forward, backward, sideward, inward and outward. In all these movements, except 3, in which one arm is bent, the arms are straight.



- (c) Stretching.—To stretch the arms they must be previously bent. They are stretched from the position, "Hands on hips," "Hands on shoulders," or "Arms upward—Bend!"

When stretching from hips, the hands are first raised to the height of the shoulders, the hands are turned in the direction indicated, and the arms quickly and forcibly extended to their full length. If stretched upward, the hands must pass close in front of the shoulders and go straight up past the head.

When stretching from shoulders, the hands are also first turned in the direction indicated by the command.

From the position, "Arms upward—Bend!" the stretching is the same as in the foregoing. The bending and stretching may also be done in rapid succession from the position, "Hands—Down!" in one count. When the arms are straight the hands should be open.

NOTE.—The hands are in the same position when the arms are straight as when they are raised. In all stretching, the fingers are straight and precede the arms.

Command: Arms forward—Stretch!
Arms—Bend!

Other directions accordingly.

- (d) Thrusting.—This is the most vigorous arm movement. It must be preceded by the position, "Arms for thrusting." From this position the fists are raised in front of the shoulders, then turned in the direction indicated, and the arms forcibly extended. As the arm is straightened, the forearm is turned so as to bring the hand into pronation. In the return movement, which should be as vigorous as the thrust, the forearm is again turned so that the hand is in supination.

Command: Arms forward—Thrust!
Arms—Bend!

Other directions accordingly. See Figs. 9, 10, 12.

- (e) **Throwing.**—This movement is executed either from “Hands on shoulders” or from “Arms inward.” It consists in forcible extension of the forearm, bringing it in a line with the upper arm.

When the exercise is from the position, “Hands on shoulders,” the hand is in supination, when the arm is straight; when from “Arms inward,” it is in pronation.

Command: Arms sideward—Throw! See Fig. 10.

Arms—Bend!

- (f) **Striking.**—From position, “Arms for striking,” extend the arm vigorously sideward as in throwing; the fist remains clenched, the knuckles backward.

Command: Sideward—Strike! Fig. 17.

Arms—Bend!

- (g) **Circling.**—From position, “Arms sideward,” move the arm a short distance in the direction indicated, then lower it slightly; move in the opposite direction, and continue the movement upward and in the first direction. The hand should describe a circle of from twelve to fifteen inches in diameter.

Command: Arms forward }—Circle! Fig. 18.

backward }—Stop!

- (h) **Rotation.**—This is a turning of the arm around its long axis, the hand being alternately in pronation and supination. It may be executed in any position of the arms.

Command: Arms—Turn! Stop!

LEGS.—The leg exercises are classified under the following headings:

- (a) Rising on toes; (b) Knee bending; (c) Leg raising; (d) Knee raising; (e) Foot raising; (f) Stepping: 1. Touchstep; 2. Stride; 3. Bend-knee-step; 4. Step; 5. Lunge; (g) Knee bending in stride or straddle position.

- (a) **Rising on Toes.**—Both heels are raised, the legs straight and together; when the heels are lowered they must come down gently, so there will be no jarring of the body and no noise. The body should move upward and downward in a straight line, without swaying forward or backward.

Command: On toes—Rise! Heels—Lower!

- (b) **Knee Bending.**—The knees may be bent to a right angle, without raising the heels, or to an acute angle, when the heels must be raised, the body resting on the balls of the feet. In either case the body should be erect when the movement is complete. There must be no bending forward, the body simply moving down and up.

Command: Knees—Bend! See Fig. 10. Knees—Straighten!

- (c) **Leg Raising.**—When the leg is raised it must be straight; the ankle well extended; the foot twelve to fifteen inches above the floor. The body should remain erect, and not sway in the opposite direction from that in which the leg is raised.

Command: Leg { forward. See Fig. 9.
sideward. See Fig. 15.
backward. See Fig. 13.
inward. See Fig. 16. } —Raise! Leg—Lower!

- (d) **Knee Raising.**—In this exercise the knee is the most prominent part. It is raised as high as the hip; the thigh at right angles to the body; the lower part of the leg is straight down from the knee, at right angles to the thigh; the ankle is well extended, the toes pointing downward.

Command: Left } knee—Raise! Fig. 19. Knee—Lower!
Right }

- (e) **Foot Raising.**—The foot is raised backward or inward. In the former the knee is bent so that the lower part of the leg and the foot are moved backward, the knees remaining together. The foot may be raised high enough for the heel to touch the body. In raising the foot inward the knee moves sideward; the lower part of the leg is directed inward and the foot is in front of or behind the other knee.

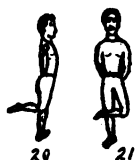


Command:

Foot { backward. Fig. 20. } —Raise! Foot—Lower!
inward. Fig. 21.

- (f) **Stepping.**—There are five stepping exercises: 1. Touchstep; 2. Stride; 3. Bend-knee-sep; 4. Step; 5. Lunge.

1. **Touchstep.**—Move the leg in a given direction, and by an extension of the ankle touch the toes lightly on the floor. The foot remains in the same relative position as before the movement. There must be no movement of the body, and both legs must be perfectly straight. The common errors, which the teacher must guard against, are: a slight bending of the other knee or a tilting of the pelvis. The latter movement throws the weight of the body to one side. There should be an upward stretching of the entire body.



The exercise is the same, whether forward, sideward, backward, or crossed in front or rear of the other leg.

In the backward movement the tendency to bend the moving leg and to place the edge of the shoe on the floor must be guarded against. In the cross-touchstep the turning of the foot and the bending of the leg must be avoided. In all touchstep exercises the weight of the body is entirely on the leg that is not moved.



Command: Touchstep forward left—Step! { Fig. 22, sideward.
Foot—Replace! { Fig. 23, forward.
Fig. 24, backward.
Fig. 25, cross.

Other directions accordingly.

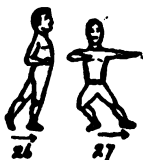
2. **Stride.**—This is simply an ordinary step in the direction indicated; the foot should move at least two foot lengths from the other, and both feet must be firmly on the floor; the weight of the body being equally divided.

Command: Stride sideward left—Stride! See Fig. 6.
Foot—Replace!

Other directions accordingly. See Fig. 8.

3. Step.—Differs from the stride in that the weight of the body is transferred to the foot that moves and the other foot being raised on the toes.

Command: Step forw. { left } —Step! Fig. 26. Foot—Replace!
sidew. { right }



4. Bend-knee-step.—Differs from the touchstep in bending the knee of the leg that is not moved; the step is therefore longer, and the whole foot is placed on the floor. As in the touchstep, the body must be perfectly erect.

Command:

Bend-knee-step sideward left—Step! Fig. 27.

Foot—Replace! { Fig. 28, forward.
Fig. 29, backward.



Other directions accordingly.

5. Lunge.—The foot is moved at least three foot lengths in the direction indicated, the body moving in the same direction, and as the foot touches the floor the leg is bent so that the knee projects beyond the toes. The sole of the shoe should always touch first, the heel coming down a trifle later. The other leg must remain perfectly straight and the foot firmly upon the floor.

Command: Left { sideward } —Lunge! { Fig. 30.
Right { forward } { Fig. 31.
backward } { Fig. 32.
Foot—Replace!



- (g) Knee Bending in Stride Position.—This exercise requires that the stride position is taken first. If one knee is bent, the body is moved toward the leg as the knee bends, so the position is the same as in the lunge, except that the feet are not so far apart. When both knees are bent, in the stride position forward or backward, the heel of the rear foot is raised as the leg is bent, and the knee almost touches the floor; the forward leg is bent to a right angle, and the foot remains firmly upon the floor.

Command: Left { Knee. —Bend! Fig. 33.
Right { Knees Fig. 34.
Both {
Knee —Straighten!
Knees

FACING.

Every facing is a turning around the long axis of the body.

Facings are valuable in training for direction; also for quickness and promptness of response.

From the first days of school the pupils should receive drill in right, left, forward, backward, as terms relating to their own bodies, and not as relating to the walls of the room.

Facings may be done by simply raising the whole of one foot and the toes of the other, and turning on the heel of the latter. Thus, if we wish to turn to the left, we do so, on the left heel; right, on the right heel. This method is preferable for small children.

For older pupils, from the third grade up, the following method is recommended:

To turn to the left, raise the sole of the left foot, the heel of the right, and with a slight pressure on the toes of the latter foot turn the body toward the left, then replace the right foot beside the left. To the right side, the movements are reversed. This requires two distinct movements, and the teacher will do well to count "1, 2" for each facing. If the command be "Left face," the turn is one-fourth of a circle to the left, turning on the left heel and toes of the right foot; "About face," one-half of a circle, or a turn that will bring the front of the pupil where the back was before the movement.

The commands are:

Left	}	—Face! (one-fourth turn to the)	{	left.
Right				right.
Left about	}	—Face! (one-half turn)	{	left.
Right about				right.
Half left	}	—Face! (one-eighth turn)	{	left.
Half right				right.

Drill on direction should be a part of each lesson.

MARCHING.

Marching in the school room is necessarily limited; but some attention should be paid to it, not only during the gymnastic lesson, but also in dismissing the classes from the rooms. It is an unfortunate fact that teachers often require pupils to leave the room with a slow and stealthy step. This tends to produce the shuffling and shambling gait, with drooping shoulders and head, so common with school children.

Children should be taught to walk with a brisk, light and elastic step, which of itself is conducive to good carriage and proper poise. This can be done without noise or undue haste.

Marching in some form should be a part of every gymnastic lesson.

During the first few weeks the pupils of the first grade need not keep in step; i. e., it is not essential that all the left feet move at the same time, but rhythmic succession of movement must be learned. Having mastered that, they should be taught to begin with the left foot, and to keep in step as well as in time.

In the second and higher grades, keeping step should be as natural as keeping time in music.

The gait should not be faster than one hundred and twenty steps a minute. The tendency to accelerate should be overcome by the teacher's keeping time by clapping hands or tapping with the foot or pencil. The rate of speed should be maintained whether the pupils march in place (mark time) or march forward. In the upper grades the marching to places will furnish the opportunity for this drill, although some of the other forms described below may be introduced into the lessons.

In the first and second grades an *occasional* march around the room is advised.

Marching in Place, or Marking Time.

Command: Mark time—March! Halt!

Marking time is marching without gaining ground. The feet are raised alternately forward and immediately replaced; the knees are slightly bent and the ankles extended as the foot moves forward, but there should be no undue swinging of the legs or swaying of the body. Raising the knees will facilitate the learning of this exercise.

Variations:

- (a) Mark time and clap hands on every step.
- (b) Mark time and clap hands on every other step.
- (c) Mark time and clap hands on the first of four, six or eight steps.
- (d) Mark time and clap hands on third, fifth or seventh steps.
- (e) Mark time and clap hands four steps, then four steps without clapping hands.
- (f) Mark time and clap hands on the first, third, fifth, sixth and seventh of eight steps. (Drum beat.)
- (g) Mark time and turn to the left or right on a given count (first, fourth, etc.). Turning in the same direction four times will cause the pupils to execute a complete turn.
- (h) After some practice in direction, mark time and turn left or right about on a given count.

NOTE.—Some of these variations, especially (c), (d) and (e), can be used in connection with teaching number by counting consecutively to sixteen, twenty, twenty-four, etc. Also teaching the groups of two, three, four, five, etc.

Marching from Place:

Command: Forward }
Backward } —March! Halt!
Sideward }

- (a) Forward.—Marching forward a certain number of steps. March one step forward; three steps forward; seven steps forward.

NOTE.—Remember that it always takes one count more than the required number of steps to complete the movement. The left foot takes the first step, therefore the right should take the closing step.

For example: Three steps forward—March! Left—right—left, and close with right.

- (b) Backward.—After considerable practice the marching backward may

be added as the reverse movement for the forward marching, and later alternate one with the other.

- (c) Sideward.—Sideward marching requires two counts for each step. If the direction is to the left, step sideward with the left foot, bring the right up to it and continue to the given number, or until the command, "Halt!" is given.
- (d) Alternate marking time with any of the above; also with clapping hands and with turning to the left or right—two counts; about face—four counts, etc.
- (e) Marching Around the Room.—Have every other line turn to the rear. On the command, "Forward—March!" the first line marches across the front of the room, the second line marches into the first aisle, the third into the second, and so on, all following the first line, and all moving at once. If the class is small the pupils march around all the desks, forming one continuous line; but if too large for this, the leader, after crossing the room, passes backward in the outside aisle along the wall, forward in the next aisle, backward in next, and so on, till the first place is reached. As all pupils follow the leader, all should arrive at their seats at the same time. They should continue to march by marking time at their seats until the command, "Halt!" is given, when they should stop by taking the last step with the right foot.

The command to halt may also be given while the class is in motion. This is a good drill, teaching the children to stop instantly. On the command, "March!" every pupil in the class should move at once.
- (f) Running.—Any of the foregoing marching exercises may be taken in double-quick time, or running. The time should be about twice as fast as in marching. All running must be on toes. Pupils must keep their distance from one another.

RHYTHMIC STEPS.

This type of gymnastic work is intended primarily to develop grace and harmony of motion. Like most of the gymnastic work in the school room, it can not be employed to the fullest extent because of the limited space. Experiments in the past have demonstrated that these steps can be done with profit, and that the children enjoy them. Musical accompaniment enhances their value and also the interest of the pupils.

FORMATION FOR STEPS.—Some of these steps may be taken in the regular class formation for calisthenics, the class moving forward and backward; or forward a given distance, then about face and return; or by facing left or right the class can move sideward left and right. Those steps that are continuous forward may be taken instead of marching back to seats; or around a row of desks—every other line turns to the rear and two contiguous lines pass around the row of seats between them. The class may also "form a circle" around the room, the pupils passing quickly to the space next to the walls that are nearest to them, thus forming a continuous row around the room; they can move forward (in line of direction, pupils behind each other), or sideward left or right. After finishing the exercise the pupils return to their seats by the *shortest way*.

Rhythmic Steps can be executed in any desired direction—forward, sideward, backward, obliquely forward and backward. The forward movement only is here described.

These steps are in 2—4 time (polka or march), 3—4 time (waltz or mazurka), and 4—4 time (schottische).

The terms are similar to those used in the regular gymnastics.

1. Placing the foot is without transferring the body weight. (Touch-step).

2. Striding is stepping with the weight equally divided on both legs.

3. Stepping is a step with transferring the weight upon the stepping leg.

(a) *Skipping or Hippy-ty-hop*.—This may be taken instead of marching around the room. It is like running, except that a slight hop follows the step forward. This form of movement is also well adapted to a flying motion when playing "Birds."

(b) *Double or Gallop Hop*.—Step forward left, bring right foot up to the left with a slight hop, and continue in this manner a given number of times—four or eight times; then change to the right foot in front.

(c) *Pointing*.—Raise the foot ankle high, then quickly extend the knee and ankle, with the pointed toes placed on floor. (Similar to touchstep.)

(d) *Closing Step*.—Step forward left—1; close with right foot—2.

(e) *Follow Step*.—Step forward left—1; close with right foot so that the instep is behind the heel of left—2.

(f) *Closing Step or Follow Step*.—With rising on toes on two, and lowering the heels on three. Same as (d) or (e), but rise on toes as the right foot approaches the left.

(g) *Closing Step or Follow Step*.—With bending knees on two, and straightening knees on three. Same as (d) or (e), but bend knees slightly as the right foot approaches the left.

(h) *Gliding*.—Glide forward with left foot, both knees slightly bent, weight on both legs—1; follow with leg in rear and rise on toes—2; repeat any desired number of counts.

(i) *Three-Step*.—Step forward left—1; close with right—2; take another step in place with left—3 (mazurka time, the first count being accented).

(j) *Mazurka Balance*.—Step forward left—1; point right in front of left foot, with rising on toes—2; lower heels—3.

(k) *Change Step*.—Follow step forward left, as in (e), then step forward left again, and repeat the step beginning right. Count one—and two, three—and four. (As the name indicates the changing step is the same as that applied in marching, in order to regain the proper step according to the accent in music.)

(l) *Polka Step*.—Is the same as the change step, but preceded by a hop while the stepping foot is raised.

(m) *Heel and Toe Polka*.—Place left heel forward and hop on the right foot—1; place left foot backward, with toes on floor, and hop on right foot—2; polka step forward left—3, 4; repeat right—5-8.

(n) *Glide Polka*.—Two glides forward left, with slight knee bending during glide and rising on toes when closing—1, 2; polka step forward left—3, 4; repeat right—5-8.

- (o) *Schottische Step or Schottische Run*.—Three small running steps forward (left, right, left), hop on left foot and raise right knee on four—1, 2, 3, 4; repeat, beginning right—5, 6, 7, 8. When executed sideways the second step is a cross step in rear of the first step (or other foot).
- (p) *Waltz Balance Step*.—Step obliquely forward left—1; follow with right as in follow step (e) and rise on toes—2; lower heels—3; same, beginning right—4, 5, 6.
- (q) *Glide Hop or Glide Balance Hop*.—Glide forward with the left foot, bend the knee slightly and transfer the weight of the body—1; hop on left leg and raise right leg backward, knee slightly bent and turned outward—2; repeat right—3, 4. (The number of hops that follow the glide may be increased according to the rhythm.)
- (r) *Step-Hop or Step Swing Hop*.—Step forward left—1; raise the right leg forward, foot turned outward, and hop on left leg—2; repeat right—3, 4.
- (s) *Mazurka Hop*.—Glide forward left—1; displace left foot with a hop on the right, the left leg being raised forward—2; hop on right foot and bend the left knee so that the left foot is in front of right knee—3. Repeat, or combine with some other step.
- (t) *Leap Hop*.—Raise left leg quickly forward and jump onto left foot (about two foot lengths forward), the right foot being raised behind left knee—1; hop on left foot—2; repeat right—3, 4.
- (u) *Cross-Step-Turn*.—Step forward left—1; cross right in front with knees slightly bent, rise on toes with a half (or whole) turn left—2; lower the heels—3.

BREATHING EXERCISES.

Breathing exercises should be taken only when the air to be inhaled is reasonably pure.

Breathing exercises have a threefold effect. They increase the lung capacity, strengthen the organs of respiration, and moderate the rapid heart action consequent to vigorous exercise.

The breathing exercise should consist of a long, deep inhalation, thoroughly expanding the chest and filling all parts of the lungs. It is especially desirable that the apexes be inflated by forcing the air to the upper part of the lungs. The exhalation should be somewhat forced, so as to expel as much of the residual air as possible.

Both the time of inhaling and exhaling should be lengthened with the increasing age of the pupils; also the number of repetitions. Care must be taken not to overdo either. For smaller pupils, count four or six while inhaling, two to four to hold the breath, and four to six while exhaling. Older pupils may be required to count as high as twelve for inhaling, four or six to hold the breath, and eight to exhale. Do not hold the breath too long.

Arm movements which act on the muscles of respiration may be added to the breathing, as they greatly enhance the effect.

In connection with the reading lessons, breathing exercises with vocalization will be found useful.

EXPLANATION OF TERMS AND ABBREVIATIONS.

ABBREVIATIONS.

Forw.—Forward; toward the front.

Sidew.—Sideward; toward the side or sides.

Backw.—Backward; toward the rear.

Upw.—Upward; in the direction above the head.

Down.—Downward; toward the floor.

Inw.—Inward; toward the middle line of the body.

Fore-upw.—Fore-upward } Applied to arm movements when the arms
Side-upw.—Side-upward. } move through the horizontal plane to the
vertical position.

Pos.—Position; to stand in the fundamental position.

Return.—Return to position; reverse the order of movements, so as to return to the position from which the exercise started.

ROUTINE FOR BEGINNING AND CLOSING THE LESSON.

- (a) Ventilate!
- (b) Command: Prepare for exercises!
Pupils arrange their desks, remove superfluous clothing, and sit erect, hands on desks.
- (c) Command: On the right (left) side—Stand!
Pupils place the corresponding foot in the aisle and rise, assuming immediately a correct standing position.
- (d) Where seats can be turned up. Command: Bend forward and take hold of seats—1! Straighten up and lift the seats—2!
- (e) Command: For marching—About—Face!
Pupils in alternate aisles face to the rear, turning right about. (Instead of the alternate files, the outside files may all turn to the rear, leaving only the two middle files facing forward.)
- (f) Command: To your places—March!
The pupils will march around the various sections of seats to places previously assigned to them. They should be so arranged that boys stand in one aisle and girls in another, or, if preferable, boys stand on one side of the room and girls on the other; the smaller pupils should be in front, the taller behind. As the pupils get to the places assigned to them, they step between the desks, if the seats are turned up, or with their backs to the seats, if the latter are stationary.
- (g) Command: In the aisle—Stand!
The pupils step into the aisles, facing the teacher, ready for exercises.
After the lesson—Command: For marching—About—Face! Same as (e) above.
Command: To your seats—March! Same as (f) above, except that the pupils go to their regular seats. If the seats are stationary the pupils sit down immediately.
Command: Into the aisle—Step! Same as (g) above.
Command: Take hold of seats—1! Bend forward and push down the seats—2! Stand erect—3!
Command: Sit! Pupils place the foot nearest the seat under the desk, and sit as before the lesson.

FIRST GRADE.

RELAXATION DRILLS.

See page 3.

First a good stretching movement. Then one of the following:

- (a) Swaying trees—in straddle position: Extend arms upw. and sway from side to side (wind blowing from east or west); sway forw. and backw. (wind blowing from north or south).
- (b) Marking time with raising knees and swinging arms.
- (c) Running in place.
- (d) Hopping on one or both feet.
- (e) A lively game.
- (f) A Breathing Exercise (see page 21).

LESSON I.

Ready for Exercise! Pupils sit erect, hands on the desk.

Class—Stand! Pupils stand in the aisle beside their seats. Teach correct standing. Fig. 1.

Class—Sit! Repeat standing and sitting several times.

NOTE.—At first the exercises should all be given on command. The simpler exercises may later be given in rhythmic succession, using the words which indicate the movements to be executed: *i. e.*, Raise! Lower! Bend! etc., instead of counting. Show each exercise repeatedly if necessary, but also give to each movement its correct name.

1. *Hands for clapping—Raise!* Clap hands. (Several times in rapid succession, later in rhythmic succession).

2. Arms sidew.—Raise! Fig. 2. Close and open hands several times. Arms—Lower!

3. *Hands on hips—Place!* Fig. 3. Hands—Down! Repeat several times for quick response to command—“Place” and “Down.” Stop with hands on hips.

4. On toes—Stand! Fig. 3. Heels—Lower! Repeat six to eight times.

Hands behind—Clasp!

5. (a) Head to the left—Turn! Fig. 4. Front—Turn! Repeat several times.

(b) Same right.

Hop to straddle position and hands on hips—Place!

6. (a) Trunk sidew. left—Bend! Fig. 5. Straighten! Repeat several times.

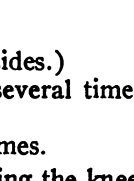
(b) Same right—Bend! Straighten!

In position—Stand! (Feet together and hands at sides.)

7. Arms forw.—Raise! Fig. 6. Arms—Down! Repeat several times. *Hands behind—Clasp!*

8. Mark time—March! Halt! Begin and stop several times.

NOTE.—Do not expect pupils to keep step. Slightly raising the knees will help the pupils to get the idea.



LESSON II.

1. Arms fore-upw.—Raise! Fig. 1. (Insist on good stretching.)
Arms—Down! (Six to eight times.)

Hands behind—Clasp.



2. On toes—Stand! Heels—Lower! (Six to eight times.)
Hop to straddle position and hands on hips—Place!

See Fig. 2.

3. Trunk forw.—Bend! Fig. 2. Straighten! (Four to six times.)

In position—Stand! (Feet together and hands at side.)

4. Knees—Bend! Fig. 3. Straighten! (Six to eight times.) (Hands on desk on either side for support.)



Arms sidew.—Raise! (With palms upward.)

5. *Hands on shoulders—Place! Fig. 4. Sidew.—Throw! (Six to eight times.)*

Hands on hips—Place!

6. (a) Trunk to the left—Turn! Fig. 5. Front—Turn! (Four to six times.)

(b) Same right.

7. Mark time—March! With clapping hands—Clap! Halt!



NOTE.—In the subsequent lessons a number will be used as the command for execution. However, the teacher should continue to use the word that signifies the movement, changing gradually to the counting, in order to indicate the rhythm. The number of repetitions will also be omitted. See "Instructions and Suggestions," page 5.

LESSON III.

1. (a) Raise arms forw.—1! Lower—2!

(b) Same sidew.

Hands behind—Clasp!

2. (a) Lower head sidew. left—1! Fig. 1. Raise—2!

(b) Same right.

Hop to the straddle position and hands on hips—Place!



3. Bend trunk forw.—1! See Fig. 2, Lesson II. Straighten—2!

In position—Stand! (Feet together and hands at side.)

Arms sidew.—Raise!

4. Move arms up and down quickly. (Flying movement.)
Count rapidly.



Hop to straddle position and hands on hips—Place!

5. (a) Bend trunk sidew. left—1! Straighten—2!

(b) Same right.

In position—Stand!

6. Raise arms fore-upw. and rise on toes—1! Fig. 2. Lower—2!

7. Hop (on toes) four times—Hop! 1-2-3—Stop! Repeat.
Also increase the number of times.

8. For marching—Face! Around the room—March! (See (e), p. 19.)

LESSON IV.

1. Raise arms fore-upw.—1! Lower—2! (Insist on good stretching of the arms and looking up at the hands.)
Hands behind—Clasp.
2. Rise on toes—1! Lower—2!
Hands on desks—Place!
3. Bend knees—1! See Fig. 3, Lesson II. Straighten—2!
Hands on hips—Place!
4. Bend trunk forw.—1! Straighten—2!
Hands—Down!
5. Raise arms forw. and clap hands—1! Lower—2!
NOTE.—The clapping should be done when the arms are as high as the shoulders, and immediately after clapping the arms should be in the position of "Arms forw."
- Hands behind—Clasp.*
6. (a) Raise left foot backw.—1! Fig. 1. Lower—2!
(b) Same right.
7. Run in place—Begin! (Raise feet as in the preceding exercise, but in rapid succession. Run on the toes.)
Hop to the straddle position and hands on hips—Place!
8. (a) Turn trunk to the left—1! Fig. 2. Front—2!
(b) Same right.
In position—Stand!
Arms sidew.—Raise!
9. Bend arms inward—1! Fig. 3. Throw arms sidew.—2!
Arms—Lower!
10. Mark time and clap hands—March!



2



3

LESSON V.

1. Raise arms side-upw.—1! Lower—2! Insist on the arms being fully extended throughout—reach high and look at the hands when up.
Hands behind—Clasp!
2. (a) Turn head to the left—1! Front—2!
(b) Same right.
3. Bend knees—1! Fig. 1. Straighten—2! (It should no longer be necessary to hold onto the desks. Hands remain as in Ex. 2.)
Hop to straddle position and hands on hips—Place!
4. Bend trunk forw.—1! Straighten—2!
Arms sidew.—Raise! (Feet remain.)
5. Bend trunk sidew. left—1! Fig. 2. Change to the right—2! Begin! Left, right, etc. (See-saw.)
In position—Stand!
Hands behind—Clasp!
6. (a) Touchstep sidew. left—1! Fig. 3. Return—2!
(b) Same right. (Insist on thorough stretching of the leg and good posture.)
7. Mark time—March! Halt! Repeat, with clapping on the first of four counts—March!
Right (or left)—Face! Neighbor's hands—Grasp!
8. Follow-step sidew. left (or right, six to eight steps)—Begin! Return—Begin!



1



2



3

LESSON VI.

1. Raise left arm forw. and the right arm backw.—1! Fig. 1. Change—2! (Rapidly.)

Hands behind—Clasp!

2. (a) Rise on toes—1! Lower!
- (b) Bend knees—1! Straighten—2!

Hop to straddle position and hands on hips—Place!

3. (a) Bend trunk forw. and hold the position a short time. Repeat several times. Then:

- (b) Bend trunk down, and touch toes—1! Fig. 2. Straighten—2! (In rhythmic succession.)

In position—Stand!

4. (a) Touchstep sidw. left and raise arms sidw.—1! Fig. 3. Return—2!

- (b) Same right.

Facing the aisle—Sit!

5. Rowing exercise: Incline the body forw. and extend the arms forw.—1! (Moving the oars backw.) Fig. 4. Move the body backw. and bend the arms, hands in front of shoulders, elbows on level with shoulders and well back (pulling the oars)—2! Fig. 5. Begin!

NOTE.—Move slowly at first, then more rapidly. See that the body remains *straight*, bending only at the hips. Good posture especially important.

Class—Stand! Front—Face!

6. (a) Turn trunk left and raise arms forw.—1! Fig. 6. Return—2!
- (b) Same right.

Right (or left)—Face! Neighbor's hands—Grasp!

7. Glide sidw. left (or right) four (six or eight) times.

NOTE.—After the pupils have learned the "Glide," alternate with four steps, marking time, thus: four glides left, mark time four steps; then repeat.



LESSON VII.

Facings: Left—Face! Repeat several times, but to the left only. Show that four facings constitute a complete turn. Insist on quick response.

Hands on shoulders—Place!

1. Stretch arms upw.—1! See Fig. 2, Lesson III. Return—2!

Hands behind—Clasp!

2. (a) Lower head sidew. left—1! Raise—2!
(a) Same right.

3. (a) Raise arms forw.—1! Lower—2!
(b) Raise arms sidew.—1! Lower—2!

Hop to straddle position and hands on hips—Place!

4. Bend trunk forw.—1! Straighten—2!
In position—Stand!

5. Bend knees and place hands on the floor (between feet)—1!
Fig. 1. Straighten—2!

Stride position: The right foot forw. and hands on hips—Place!

6. (a) Turn trunk left—1! Fig. 2. Front—2!
(b) Feet change—Place! Same to the right.
In position—Stand!

For marching—Face! March around the room with raising knees (high-stepping horses)—March! When part way around—Halt! Skip to your seats—Skip!



LESSON VIII.

Facings: As in foregoing lesson, but right instead of left.

Arms upw.—Bend! Fig. 1.

1. (a) Stretch arms upw.—1! Return—2!
(b) Same, with rising on toes. Fig. 2.

Rise on toes and arms sidew.—Raise!

2. Flying movement, with lowering and raising heels. (Rapidly.)

Hop to straddle position and hands behind—Clasp.

3. Bend trunk forw.—1! Straighten—2!
In position—Stand!

4. Raise arms side-upw. and clap hands overhead—1! Lower—2!

Hands on hips—Place!

5. (a) Touchstep forw. left—1! Fig. 3. Return—2!
(b) Same right.

Hands on shoulders—Place!

6. (a) Turn trunk to the left—1! Fig. 4. Front—2!
(b) Same right.

7. Rowing exercise. (See Lesson VI.)

Form circle: All stand close to the walls—Run! Hands—Grasp!

8. Glide sidew. left, eight counts—Begin! Sidew. right—Begin! After several repetitions: To your seats—Run!



LESSON IX.

Facings: Left—Face! Front—Face! Right—Face! Front—Face!
(Drill.)

1. Raise arms fore-upw.—1! Lower—2!
Hands behind—Clasp!
2. (a) Touchstep forw. left—1! Return—2!
(b) Same right.



3. (a) *Hop to straddle position and hands on hips—Place!* Bend trunk forw.—1! Fig. 1. Hold—2, 3! Straighten—4! Repeat several times.

- (b) Bend trunk downward and touch floor—1! Fig. 2. Return—2! (In rhythm.)



In position—Stand!

Hands on shoulders—Place!

4. Throw arms sidw. (palms up)—1! Return—2!

Hop to straddle position and raise arms sidw.—Hop!

5. (a) Bend trunk sidw.—1! See Fig. 2, Lesson V. Straighten—2!

- (b) Same right.

- (c) From side to side. (See-saw.)

Close heels and hands on hips—Place!

6. Bend knees—1! Straighten—2!

For marching—Face! Arms sidw.—Raise!

7. Skip around the room with flying movement—Skip! Sit when you get to your seat.

LESSON X.

Drill on facings.

1. Raise left arm fore-upw. and the right backw.—1! Fig. 1. Change—2! (Rapidly.)



Arms inward—Bend!

2. (a) Throw arms sidw. and look at left hand—1! Fig. 2. Return—2!

- (b) Same right.

Hands behind—Clasp!

3. Bend trunk forw.—1! Straighten—2!

4. (a) Rise on toes—1! Lower—2!

- (b) Bend knees—1! Straighten—2!

- (c) In alternate rows: Odd numbers do (a) while others do (b). After a number of repetitions change.



Stride position: The right foot forward and hands on shoulders—Place!

5. (a) Turn trunk to the left—1! Fig. 3. Front—2!

- (b) Feet change—Place! Turn trunk to the right.



In position—Stand!

Hands on desks—Place! Knees—Raise!

6. Straighten the legs downw., alternating left and right. "Bicycle riding." At first slowly, then rapidly. Fig. 4.

7. Mark time and clap hands on 1, 3, 5, 6, 7 of eight counts, "like the drum beats"—March!

SECOND GRADE AND FIRST GRADE.

RELAXATION DRILLS.

See page 3.

First a good stretching movement, followed by bending trunk forward. Then one of the following:

- (a) Chopping Wood.—In straddle position: Clasp hands and swing them over one shoulder (once the left, then the right); swing the arms down and between the legs, at the same time bending the knees slightly. Repeat ten to fifteen times.
- (b) Marking time with raising knees and swinging arms.
- (c) Running in place.
- (d) Running around the room. (Page 19, (e) or (f).)
- (e) Hopping on one or both feet, also changing from one foot to the other.
- (f) Skipping around the room.
- (g) A lively game.
A Breathing Exercise. (See page 21.)

LESSON XI.

1. *Facings: Left—Face! Front—Face! Right—Face! (Drill.)*
2. Raise arms forw. and clap—1! Lower arms—2!
NOTE.—The clapping should be done when the arms are as high as the shoulders and immediately after clapping the arms should be in the position of "arms forw."
3. (a) Raise arms sidw. and turn head to the left (look at left hand)—1! Fig. 1. Return—2!
 (b) Same right.
Sit! (Body well against the back of seat, hands on edge of desk.)
4. Trunk backw.—Bend! Fig. 2. Straighten! (By command only.)
Stand! Hands on hips—Place!
5. Trunk forw.—Bend! Straighten! (Several times by command.) (Hold the bending position.)
6. (a) Touchstep sidw. left and raise arms sidw.—1! Fig. 3. Return—2!
 (b) Same right.
To straddle position—Hop! Arms sidw.—Raise!
7. Bend trunk sidw. left and right. Fig. 4. (See-saw.)
8. (a) Mark time—March!—Halt!
 (b) Same with clapping hands on 1—3—5—6—7 of eight counts—"like the drum beats."—March!



LESSON XII.

- Drill on facings, including "About—Face."
1. Raise left arm forw. and the right backw.—1! Fig. 1. Change the position of arms—2! (Rapidly.)
Hands behind—Clasp!
 2. (a) Lower head sidw. left—1! Fig. 2. Raise—2!
 (b) Same right.
 3. Bend knees—1! Straighten—2!
Stride position: The left foot forw.—Place!
 4. Rowing Exercise: Lean body forw. and extend arms forw.—1! Fig. 3. Lean slightly backw. and bend the arms—2! (Hands in front of shoulders, and elbows on level with same.) Fig. 4.
Sit! (As in foregoing lesson.)
 5. Trunk backw.—Bend! Straighten!
Class stand!
 6. (a) Touchstep forw. left and raise arms forw.—1! Return—2!
 (b) Same right.
Left—Face!
 7. (a) Turn trunk left and bend arms inward—1! Fig. 5. Return—2!
 (b) Same right.
Front—Face!
 8. March around the room; after a short time command: On toes—Walk! ("Big Man.") Then change command: With bent knees—Walk! ("Little Man.") (Change every 15—20 steps.)



LESSON XIII.

Drill on Facings

Hands on shoulders—Place!

1. Stretch arms upw.—1! Return—2!



Arms sidew.—Raise!

2. Lower head backw. and turn arms (palms upw.)—Turn!
Fig. 1. Return! (By command only.)

3. Sit! Repeat trunk bending backw. as in foregoing lesson.
Face the aisle! (Still sitting.) Place feet against opposite seat.



4. Rowing exercise: Lean forw. and extend arms forw.—1!
Fig. 2. Lean backw. and bend arms—2! Fig. 3.

Stand and hands on hips—Place!

5. Bend knees—1! Straighten—2!



Hop to straddle position and raise arms sidew.—Hop!

6. Bend trunk sidew. left and right. (See-saw.)

Position—Stand!



7. Bend knees and place hands on floor—1! Fig. 4. Rise on toes and stretch arms upw.—2! Fig. 5. Down! Up! etc.

*SECOND GRADE: The even-numbered lines—About—Face!
Hands on hips! Place!*

8. Glide forw. left—1 to 8! Change to the right—9-16.
(Continue around the desks.)

8. FIRST GRADE. — Mark time and clap hands four counts, then four counts without clapping.

LESSON XIV.

1. Raise arms fore-upw.—1! Lower—2!

Hands behind—Clasp!

2. Mark time with raising knees—March!—Halt!

3. Raise arms side-upw.—1! Lower—2!



4. Sit! Repeat trunk bending as in foregoing lesson.

Stand! Hands on hips—Place!

5. Bend trunk downw. and touch floor—1! Fig. 1. Return—2!

6. Throwing ball: (a) Pick up ball—1! Throw—2!

(b) Imitate throwing straight forw.

(c) Throwing high.

(d) With left hand. (Always pick up the ball first.)



7. (a) Turn trunk to the left and clap hands in front of chest—1! Fig. 2. Return—2!

(b) Same right.

Left (Right)—Face!

8. (a) March sidew.—4 (6 or 8) steps.

- (b) Follow-step sidew. with rising on toes.

Front—Face!

LESSON XV.

1. Rise on toes and raise arms fore-upw.—1! Bend knees and place hands on floor—2! Continue up! down!
Hands behind—Clasp!
2. (a) Turn head to the left—1! Return—2!
(b) Same right.
Hands on shoulders—Place!
3. Throw arms sidw.—1! (Palms up.) Return—2!
Facing the aisle—Sit! Feet under opposite seat—Place!
4. Rowing exercise as in Lesson XIII. (Emphasize the leaning backw. and see that good posture is maintained.)
Stand! Hands on hips—Place!
5. (a) Raise left leg sidw.—1! Fig. 1. Return—2!
(b) Same right.
Hop to straddle position and raise arms sidw.—Hop!
6. (a) Bend trunk sidw. left—1! Straighten—2! Fig. 2.
(Lower arms and raise again before doing b.)
(b) Same right.
Position—Stand!
7. Bend knees and place hands on shoulders—1! Fig. 3.
Return—2!
8. "Elephant Parade." Fig. 4. Walk with body inclined forw., arms down, the hands clasped and swing the arms (elephant's trunk) from side to side. After going part way around—March (erect) and clap hands on the first of four steps.—March!



LESSON XVI.

- Hands on hips—Place!*
1. Stretch arms forw.—1! Return 2!
Hands behind—Clasp!
 2. (a) Lower head sidw. left—1! Raise—2!
(b) Same right.
 3. Bend trunk forw. and place hands on shoulders—1! Fig. 1. Return—2!
 4. *Sit! Bend trunk backw. Stand! Arms sidw.—Raise!*
 5. (a) Swing arms forw. and clap hands—1! Swing arms sidw.—2!
(b) Same with bending knees. Fig. 2.
Hop to straddle position and raise arms to circle over head—Hop!
 6. Bend trunk sidw. left—1! Fig. 3. Sidw. right—2!
In position—Stand! Hands behind—Clasp!
 7. (a) Raise left leg forw.—1! Fig. 4. Lower—2!
(b) Same right.
Left (Right)—Face!
 8. Glide sidw. left (right) 8 counts. Right (left) 8 counts.
(Repeat.)
Front—Face!



LESSON XVII.



1. (a) Rise on toes and raise arms fore-upw.—1! Fig. 1.
Lower—2!

(b) Same, but side-upw.



2. Mark time with raising knees—March! Fig. 2.

Facing the aisle—Sit! Feet for rowing—Place!

3. "Rowing exercise" (with "chest active" and leaning well back). 1!—2!

Stand! Front—Face!

4. Bend knees and raise arms sidw.—1! Return—2!

5. Bend trunk downward and touch the floor—1! Straighten—2!
Hands behind—Clasp!



6. (a) Raise the left foot backw.—1! Fig. 3. Lower—2!

(b) Same right.

Arms sidw.—Raise!

7. Bend trunk sidw. left and right. (See-saw.)

8. Gallop—hop around the desks, left foot leading—Begin! Right foot lead—Change! (Change several times.)

LESSON XVIII.

Hands on shoulders—Place!



1. (a) Stretch arms upw. and lower head backw.—1! Fig. 1.
Return—2!

(b) Stretch arms sidw.—1! Return—2!

Hands—Down!

2. *Sit!* Bend trunk backw.

Stand! Hands on shoulders—Place!



3. Bend trunk forw.—1! Straighten—2!

Hands—Down!

4. Bend knees and touch floor (hands outside of the feet)—1!
Fig. 2. Raise on toes and stretch arms upw.—2!

5. (a) Turn trunk left and clap hands in front—1! Return—2!

(b) Same right.

Hands on hips—Place!



7. (a) Raise left knee and stretch arms forw.—1! Fig. 3. Return—2!

(b) Same right.

The even-numbered lines left (right) about—Face!

8. Gallop—hop around the desks, left foot leading, 1-4; and right, 5-8.

LESSON XIX.

Arms upw.—Bend!

1. Stretch arms upw.—1! Bend—2!

Hands on shoulders—Place!

2. (a) Throw arms sidw. and turn head to the left—1! Fig. 1.
Return—2!

- (b) Same right.
Hands—Down!

Stride position: Left foot forw.—Place!

3. (a) Rowing exercise with bending the forw. knee when leaning forw.

- (b) Change right foot in front—Hop! Repeat rowing exercise.

Position—Stand!

4. (a) Raise left leg and arms sidw.—1! Fig. 2. Lower—2!
(b) Same right.

Hop to straddle position and raise arms sidw.—Hop!

5. Bend trunk sidw. left and touch left knee—1! Fig. 3. Bend right and touch right knee—2!

Position—Stand!

6. Repeat exercise 4 with rising on toes of stationary foot.

For marching—Face! Arms sidw.—Raise!

7. Skip around the room with “Flying movement.”



LESSON XX.

Arms upw.—Bend!

1. Stretch arms upw. and rise on toes—1! Return—2!

Arms sidw.—Stretch!

2. Circle arms backw. (Rapid rhythm.)

Hop to straddle position and hands on hips—Place!

3. (a) Bend trunk backw.—1! Fig. 1. Straighten—2!

- (b) Same forw.

4. (a) Bend left knee—1! Fig. 2. Return—2!

- (b) Same right.

- (c) Swaying from left to right—1! Right to left—2!

Position—Stand! Hands on shoulders—Place!

5. (a) Bend trunk sidw. left—1! Fig. 3. Straighten—2!

- (b) Same right.

Hands on hips—Place!

6. (a) Raise left knee and stretch arms forw.—1! Return—2!

- (b) Same right.

- (c) Same holding the position—1-4.

Hands on desks—Place! Knees—Raise!

7. Riding the bicycle.

8. “Stork Parade”: Walk around the desks, raising the knees real high and lowering the feet slowly in imitation of the stork wading in the swamps.



THIRD GRADE AND SECOND GRADE.

RELAXATION DRILLS.

See page 3.

First a good stretching movement, followed by bending trunk downw. touching toes. Then one or two of the following:

- (a) In straddle position: Bend both knees, lower the hands to the floor; straighten the knees, rise on toes and stretch arms upw. Repeat 10 to 15 times.
 - (b) Marking time with raising knees and swinging arms.
 - (c)* Running in place and around the room (see page 19).
 - (d) Skipping around the room, also with flying movement. (Birds.)
 - (e) Hopping on one or both feet. Also alternating with a certain number of running steps.
 - (f) A lively game.
 - (g) Rowing in seats.
- A Breathing Exercise (see page 21).

* All running and hopping should be done with great care, especially in the Third Grade.

LESSON XXI.

Drill on Facings.

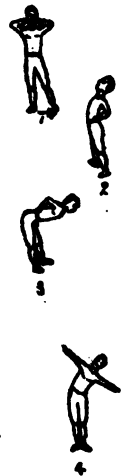
1. Raise arms forw.—1! Lower—2! Raise arms sidew.—3! Lower—4!
Hands on hips—Place!
2. Bend trunk forw.—1! Fig. 1. Straighten—2!
Left (right)—Face!
3. Step sidew. left—1! Close right foot to left—2! Reverse
—3!—4!
Front—Face!
4. Bend trunk backw.—1! Fig. 2. Straighten—2!
Hands on shoulders—Place!
5. (a) Rise on toes and stretch arms upw.—1! Fig. 3. Re-
turn—2!
(b) Bend knees and stretch arms sidew.—1! Fig. 4. Re-
turn—2!
(c) Alternate (a) and (b) in four counts.
*Stride position: Left foot forw. and hands on hips—
Place!*
6. (a) Turn trunk to the left—1! Return—2! Fig. 5. (To
be done slowly.)
After several repetitions:
(b) *Change position of feet—Hop! Turn trunk to the right.
Position—Stand! Arms for thrusting—Bend!*
7. Running in place—Run! (Very lightly on toes.)
Third Grade return to seats running.



LESSON XXII.

Facings — including "About — Face!"

1. Raise arms fore-upw. and side-upw., alternately.
Hands behind neck—Place!
2. Touchstep sidew., left and right alternately. Fig. 1.
Hop to straddle position and hands on hips—Place!
3. (a) Bend trunk backw.—1! Fig. 2. Straighten—2!
(b) Same forw. Fig. 3.
(c) Alternate (a) and (b).
Position—Stand!
4. Bend knees and place hands on shoulders—1! Return—2!
Arms sidew.—Raise!
5. Bend trunk sidew. left and right alternately. Fig. 4.
Hands—Down!
6. Touchstep sidew. left and right and raise arms side-upw.
Hands on hips—Place!
7. Closing step sidew. left with rising on toes—1-4. Same
right—5-8.



LESSON XXIII.

Drill on Facings.

Hands on hips—Place

1. Stretch arms forw. and sidew. alternately.
Hands behind—Clasp!
2. Touchstep forw. left and right alternately. See Fig. 2.
Hop to straddle position and hands on hips—Place!
3. (a) Bend trunk backw.—1! Straighten—2!
(b) Bend forw. and touch floor—1! Fig. 1. Return—2!
(c) Alternate (a) and (b).
Close heels—Hop!
4. Touchstep forw. left and right and stretch arms forw.
Fig. 2.
Left (right)—Face! Arms inw.—Bend!
5. Turn trunk to the left and right alternately. Fig. 3.
Lower arms and Front—Face!
6. Rise on toes and raise arms side-upw.—1! See Fig. 4.
Bend knees and lower arms sidew.—2! (In repetitions clap over head on "one.")
7. Closing step forw. left 1-2, repeat 3-4. About face with four marching steps—5-8, repeat all—9-16. After several repetitions repeat with the right foot.



LESSON XXIV.

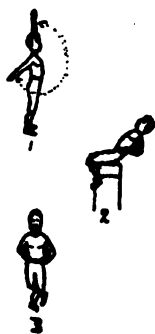
Hands on shoulders—Place!

1. (a) Stretch arms upw.—1! Return—2!
(b) With rising on toes.
Hands behind—Clasp!
2. Raise left and right leg alternately sidew. Fig. 1.
Facing the aisle—Sit! (Feet under opposite seat.)
3. Rowing exercise. (Leaning well forw. (Fig. 2) and backw. (Fig. 3) and chest active.)
Facing front—Stand! Hands on shoulders—Place!
4. Rise on toes and stretch arms upw.—1! Return—2! Bend knees and throw arms sidew.—3! Return—4!
Hands clasped over head—Raise! (Arms straight.)
5. Bend trunk sidew. left and right. Fig. 4.
Arms—Down!
6. Raise the left and right leg and the arms alternately sidew. left and right. Fig. 5.
Hands on hips—Place!
7. Step sidew. left—1! Close right and rise on toes—2!
Lower heels—3! Right—4-6.



LESSON XXV.

1. Raise left arm fore-upw., right arm backw.—1! Fig. 1. Right up, left back—2! (Rapidly.)
Hands behind—Clasp!
2. Rise on toes—1! Bend knees—2! As one—3! Lower heels—4!
On your desk, facing the aisle with hands on hips—Sit!
(Feet behind desk leg for support.)
3. Trunk backw.—Lower! Fig. 2. Raise! (Slowly, by command only.)
Facing front—Stand!
4. Bend trunk downw. and touch floor—1. See Fig. 1, Lesson XXIII. Return—2!
5. Raise the left and right leg alternately forw. and raise arms forw.
Hands on shoulders—Place!
6. Bend trunk sidw. left and right alternately and throw arms sidw.
Hands on hips—Place!
7. Step sidw. left—1! Close right to left—2! Step left—3! Cross right behind left with bending knees—4! Fig. 3. (Courtesy.) Same in opposite direction—5-8.
Front—Face!
8. Skip to seats.



LESSON XXVI.

1. (a) Mark time with raising knees—March!
(b) Same with swinging the arms alternately forw. and backw. Fig. 1.
Arms for striking—Bend!
2. Strike with left arm and turn head to the left—1! Fig. 2. Return—2!
Same right—3 and 4!
Arms inv.—Bend!
3. Bend trunk alternately backw. and forw. Figs. 3 and 4.
Hands behind—Clasp!
4. Raise left and right leg alternately backw.
Left (right)—Face! Hands behind neck—Place!
5. Turn trunk left and right alternately. Fig. 5.
Lower arms and Front—Face!
6. Raise legs as in Ex. 4, with raising the arms fore-upw. Fig. 6.
Left (right)—Face! Hands on hips—Place!
7. (a) Three glides sidw. left—1-2-3! Return—4-5-6!
(b) Closing-step sidw. left with rising on toes—1-2-3! Return—4-5-6!
- (c) Combine (a) and (b). Glide—1-2-3! Step sidw.—4! Close and rise on toes—5! Lower heels—6! Opposite direction—7-12!



LESSON XXVII.

Arms inward—Bend!

1. (a) Throw arms sidw.—1! Bend—2!
- (b) Throw left and right arm alternately sidw. and turn head left and right. Fig. 1.



Hands behind—Clasp!

2. Raise left and right knee alternately.
- Hop to straddle position and raise arms sidw.—Hop!*
3. Bend trunk backw. and turn hands (palms up)—1!
- Fig. 2. Return—2! Bend trunk forw.—3! Fig. 3.
- Straighten—4!

In position—Stand!

4. Repeat Ex. 2, with raising arms forw.

Arms sidw—Raise!

5. (a) Raise right arm side-upw., left behind back—1! See Fig. 4. Return—2! Same opposite—3-4!
- (b) Repeat (a) with bending trunk left and right sidw. Fig. 4.

Hands behind neck—Place!

6. Rise on toes—1! Bend knees—2! Same as one—3!
- Lower heels—4!

Hands on hips—Place!

7. Follow-step forw. left and right—1-2-3-4! Left about face in four marching steps—5-6-7-8! Same beginning right and facing right—9-16!
8. Around the room to original places. On toes—Walk! ("Big man.") With bent knees—Walk! ("Little man.") Change every 20-30 steps.

LESSON XXVIII.

Hands on shoulders—Place!



1. (a) Stretch arms alternately upw. and downw.
- (b) Same with rising on toes and bending knees.
- On your desks—Sit! (See Lesson XXV.)*

2. Lower trunk backw. and raise in slow rhythm.
- Position—Stand!*

3. Bend trunk forw. and bend arms inw.—1! Fig. 1. Return—2!

Hands on hips—Place!

4. Touchstep sidw. left and right and stretch arms sidw.
- Stride position: Left foot forw. and hands behind neck—Place!*

5. (a) Turn trunk left—1! Fig. 2. Return—2!
- Feet change—Hop!*

- (b) Same right.

Close feet with a hop and hands on hips—Place!

6. Touchstep backw. left and right and stretch arms upw.
- Fig. 3.

Even-numbered lines left (right) about—Face!

7. Point left foot forw.—1! Point left foot backw.—2! Follow-step left forw.—3-4! Same right—5-6! Around the desks.



LESSON XXIX.

Arms upw.—Bend! See Fig. 2.

1. (a) Stretch arms upw.—1! Bend—2!

(b) Same with rising on toes.

Hands on desks—Place! Knees—Raise!

2. "Ride the Bicycle." Fig. 1.

Position—Stand!

Arms upw.—Bend!

3. Bend trunk backw. (Fig. 2) and forw.

Arms inw.—Bend!

4. Raise left and right leg sidew. and throw arms sidew.

Fig. 3.

Hands on hips—Place!

5. Stretch right arm upw. and bend trunk sidew. left—1!

Fig. 4. Return—2! Same right—3! Return—4!

Hands—Down!

6. Raise left and right leg backw. and the arms fore-upw.

Hands on hips—Place!

7. Mazurka Balance: Step sidew. left—1! Point right forw. and rise on toes—2! Lower heels—3! Same beginning right—4-5-6!



LESSON XXX.

1. Raise arms forw. and sidew. alternately.

Arms inw.—Bend!

2. Turn head to the left and throw arms sidew.—1! Return—2! Same—3-4!

On the desk—Sit! (As in Lesson XXV.) Hands behind neck—Place!

3. Lower trunk backw. and raise in slow rhythm—1—2!

Position—Stand!

4. Bend trunk downw. and touch toes—1! Fig. 1. Straighten—2!

Hands behind—Clasp!

5. Rise on toes—1! Bend knees—2! Same as one—3! Lower heels—4!

6. Turn trunk left and right and raise arms forw. Fig. 2.

7. Raise left and right knee and raise the arms fore-upw. Fig. 3.

Even-numbered lines left (right) about—Face!

8. Follow-step left and right forw. with rising on toes. Around desks.



FOURTH GRADE AND THIRD GRADE.

RELAXATION DRILLS.

See page 3.

1. (a) Step forw. left and raise left arm obliquely fore-upw., right backw. and stretch; then the same with right foot forw. Several times each.
(b) Chopping wood: In straddle position: Clasp hands and swing them over one shoulder (once the left, then the right); swing the arms down and between the legs, at the same time bending the knees slightly. Repeat 10-15 times.
(c) A Breathing Exercise. (See page 21.)
2. (a) Bend arms upw. and stretch upw., rising on toes; alternating with knee bending and stretching sidew.
(b) See-saw: In straddle position: Arms raised sidew; bend trunk sidew, left and right.
(c) A Breathing Exercise. (See page 21.)
3. (a) Swing left arm fore-upw., right backw. and change rapidly 20-30 times. Also with raising left and right foot backw.
(b) In straddle position, arms bent for thrusting: Bend trunk downw. and thrust left arm down, touching left foot; bend left arm and thrust right down, touching right foot.
(c) A Breathing Exercise. (See page 21.)
4. A lively game.

LESSON XXXI.

Drill on Facings.

1. Raise arms forw.—1! Lower—2! Raise arms sidw.—3!
Lower—4!
Arms inw.—Bend!
2. Turn head to the left and throw arms sidw.—1! Fig. 1.
Return—2! Same to the right—3-4!
Hands on hips—Place!
3. Bend trunk backw.—1! Fig. 2. Straighten—2! Bend trunk forw.—3! Fig. 3. Straighten—4!
Hands behind—Clasp!
4. Touchstep sidw. left—1! Fig. 4. Return—2! Same right—3-4!
5. Same, but forw. Fig. 5.
Hands on hips—Place!
6. Bend trunk sidw. left—1! Fig. 6. Straighten—2!
Bend to the right—3-4!
7. Rise on toes and raise arms forw.—1! Return—2! Bend knees and raise arms sidw.—3! Return—4!
Left (right)—Face!
8. Three closing steps sidw. left with bending knees—1-9;
march in place—10-11-12. Same right.



LESSON XXXII.

Hands on shoulders—Place!

1. (a) Throw arms sidw.
(b) Same with bending knees.
Hands—Down!
2. Lower head backw. and raise arms side-upw. Fig. 1.
Arms sidw.—Raise!
3. Bend trunk backw. and place hands on shoulders—1-2!
Fig. 2. Same bending forw.—3-4!
Hands on shoulders—Place!
4. Touchstep sidw. left and right and throw arms sidw.
Hands—Down!
Hop to straddle position and raise arms sidw.—Hop!
5. Turn trunk to the left and right alternately and clap hands over head. Fig. 3.
In position—Stand! Hands behind—Clasp!
6. (a) Touchstep backw. left and right.
(b) Same with raising arms fore-upw.
7. With hands on the desks: Support, feet raised backw., while counting 10. Fig. 4. (Good position with active chest is essential.)
Hands on hips—Place!
8. Point obl. forw. left—1!; cross left in rear of right with a slight knee bending—2; repeat left—3-4; four glides sidw. left—5-8. Same right—9-16.



LESSON XXXIII.

Arms upw.—Bend! Fig. 1.

1. (a) Stretch arms upw.
- (b) Same with touchstep backw. left and right.

Arms—Down!

2. (a) Bend trunk backw. and bend arms inw.
- (b) Bend trunk forw. and touch toes.
- (c) Alternate (a) and (b).

Hands behind—Clasp!



3. (a) Step forw. left—1! See Fig. 2. Kneel on right knee—2! See Fig. 3. Return—3-4!

- (b) Same stepping right and kneeling left.

Arms sidw.—Raise!

4. Bend trunk sidw. left and place hands behind neck—1! Return—2! Same right—3-4!

5. (a) Step forw. left and raise arms forw.—1! Fig. 2. Kneel left and move arms sidw., turning the palms up—2! Fig. 3. Return—3-4!



- (b) Same right.

Arms upw.—Bend!

6. Touchstep forw. left and right and stretch arms forw. Facing the aisle—Sit! Feet against opposite seat.

7. Rowing exercise as in Lesson XIII, Ex. 4.

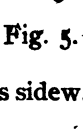
Position—Stand! Left (right)—Face! Hands on hips—Place!

8. (a) Follow-step sidw. left—1-2; step sidw. left—3; raise right foot in rear of left knee—4. Fig. 4. Same right—5-8.

- (b) Same, with hopping on 4 and 8.

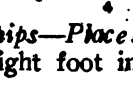
LESSON XXXIV.

1. (a) Rise on toes and raise arms fore-upw.
 (b) Bend knees and raise arms sidew.
 (c) Alternate (a) and (b).
Arms for striking—Bend!
2. (a) Strike arms sidew.
 (b) Same with turning head left and right.
Arms—Down!
3. Raise arms sidew.—1! Bend trunk forw.—2! Fig. 1.
 Return—3-4!
On the desk, facing aisle—Sit! (Feet under desk for support.)
Hands on shoulders—Place!
4. Lower trunk backw.—1! Fig. 2. Raise—2! (Very slowly.)
In position—Stand!
5. (a) Stride forw. left and hands on shoulders—1! Bend left knee and throw arms sidew.—2! Fig. 3. Return—3-4!
 (b) Same right.
To straddle position—Hop! Hands overhead—Clasp! (Arms straight.)
6. Bend trunk sidew. left and right. Fig. 4.
Position—Stand!
Arms for striking—Bend!
7. Raise left and right leg and strike sidew. left and right. Fig. 5.
Left (right)—Face! Hands on hips—Place!
8. Three glides sidew. left—1-3; three mazurka balance steps sidew. left, right, left. 4-12. Same right.



LESSON XXXV.

- Hands on hips—Place!*
1. Stretch arms upw. and sidew.
 2. Raise left and right knee and stretch arms forw. Fig. 1.
Hands—Down!
 3. (a) Bend trunk backw. and bend arms inw. Fig. 2.
 (b) Bend trunk forw. and raise arms sidew. Fig. 3.
 (c) Alternate (a) and (b.)
 4. Raise left and right leg backw. and the arms fore-upw.
 5. (a) Step forw. left—1! Turn trunk to the left and raise arms to circle overhead—2! Fig. 4. Return—3-4!
 (b) Same right.
 6. Raise left and right leg and the arms side-upw.
Stride position: Left foot forw.—Place!
 7. Rowing exercise. (See Lesson XII, Ex. 4.)
After stopping—Command: Left about—Face! (Turn on heels.) Repeat rowing exercise.
In position—Stand! (Odd-numbered lines.) *Hands on hips—Place!*
 8. Follow-step forw. left—1-2; step-forw. left—3; raise right foot in rear of left knee—4. Same right. (Around desks.)



LESSON XXXVI.

Hands on shoulders—Place!

- I. (a) Stretch arms upw. and sidew.
- (b) Same with rising on toes and bending knees.



Hands on hips—Place!

2. Touchstep backw. left and right and stretch arms upw.
3. Hands behind neck—1! Bend trunk backw.—2! Fig. 1.
Return—3-4!
4. Same, but bend trunk forw.
5. Bend-knee-step sidew. left and right. Fig. 2.

Hands—Down!

6. (a) Raise arms sidew.—1! Bend trunk sidew. left—2!
Fig. 3. Return—3-4!



(b) Same right.

7. Raise left and right leg backw. and the arms fore-upw.
Fig. 4.

8. (a) Mazurka balance sidew. left and right—1-6.
- (b) Step sidew. left—1; raise right foot in rear of left knee and rise on toes—2; lower heels—3; step sidew. right—4; raise left foot in rear of right knee and rise on toes—5; lower heels—6.

LESSON XXXVII.

- I. (a) Bend arms upw.—1! Stretch upw.—2! Return—3-4!
- (b) Same forw.
- (c) Same sidew.



2. Ex. I (a) with raising the left and right leg backw. on second count.
3. Bend trunk backw. and bend arms inw.—1! Return—2!
Same bending forw.—3-4!

Hands on hips—Place!

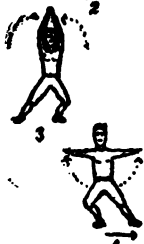
4. Bend-knee-step backw. left and right. Fig. 1.

Hands over head—Clasp! (Straight arms.)

5. Bend trunk sidew. left and right. Fig. 2.

Hop to straddle position and hands on hips—Place!

6. (a) Bend left knee—1! See Fig. 3. Straighten—2! Bend right knee—3-4!



(b) Same in two counts.

Arms sidew.—Raise!

- (c) Repeat (b) with clapping hands overhead when bending left (right) knee. Fig. 3.

Position—Stand!

7. Bend-knee-step. sidew. left and right and raise arms sidew. Fig. 4.
Even-numbered lines left (right) about face and hands on hips—Place!
8. Change-step forw. left and right. (Around the desks.)

LESSON XXXVIII.

1. (a) Bend arms for thrusting—1! Fig. 1. Thrust forw.—2! Return—3-4!

(b) Same sidw.

(c) Same upw.

(d) Same as (c) with rising on toes.

Sit on desk (see Fig. 2, Lesson XXXIV). Hands behind neck—Place!

2. Lower trunk. backw., remain four counts and raise to position. Later remain six or more counts.

Position—Stand! Hands on hips—Place!

3. Bend trunk obliquely forw. left and right. Fig. 2.

4. Bend-knee-step backw. left and right and stretch arms upw. Fig. 3.

Hop to straddle position and stretch arms sidw.—Hop!

5. (a) Bend left knee and raise arms upw.—1! Return—2! Same right—3-4!

(b) The same with bending trunk sidw. left and right. Fig. 4.

Position—Hop!

6. Repeat Ex. 1 (a), (b), (c), with raising left and right leg forw., sidw. and backw., respectively.

Left (right)—Face. Hands on hips—Place!

7. Step sidw. left—1; raise right foot in rear of left knee and rise on toes—2; lower heels—3. Same right—4-6; hop three times on the left foot and three times on the right—7-12.



LESSON XXXIX.

Hands on shoulders—Place!

1. (a) Stretch arms forw. and sidew.
(b) Stretch arms upw. and diagonally. Fig. 1. (Alternate left up and right up.)

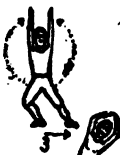


Hands—Down!

2. Rise on toes and raise arms fore-upw.—1! Return—2!
Bend knees and raise arms side-upw.—3! Return—4!

Stride position: Left foot forw.—Place!

3. Rowing exercise: Bend left and right knee as the body moves forw. and backw. and lean well forw. and backw. (Chest active.)



Position—Stand!

4. With hands on the desks; support with knees raised. Fig. 2. (Hold ten to fifteen counts.)

5. Bend-knee-step sidew. left and right and raise arms side-upw. Fig. 3.

6. (a) Raise arms to circle overhead—1! Bend trunk sidew. left—2! Fig. 4. Return—3-4!

- (b) Same right.

Hands on shoulders—Place!

7. Raise left and right knee and stretch arms forw.

8. Raise left and right foot backw. and stretch arms upw. Fig. 5.



Even-numbered lines left (right) about face and hands on hips—Place!

9. Four change-steps forw. 1-8; eight marching steps forw. 9-16. (Around desks.)

LESSON XL.

1. (a) Bend arms upw.—1! Stretch upw.—2! Return—3-4!

- (b) Same sidew.

- (c) Same forw.

- (d) Repeat (a) with rising on toes.



2. Raise arms sidew.—1! Bend trunk backw. and turn hands (palms up)—2! Fig. 1. Return—3-4!

3. Raise arms sidew.—1! Bend trunk forw. and bend arms inw.—2! Fig. 2. Return—3-4!

4. Bend-knee-step backw. left and right and raise arms fore-upw. Fig. 3.

5. (a) Raise arms sidew.—1! Turn trunk to the left and swing right arm to the left and clap—2! Fig. 4. Return—3-4!

- (b) Same right.

6. Bend-knee-step sidew. left and right and raise arms side-upw.

7. Ex. 1 (a), with raising left and right leg backw. Fig. 5.
Even-numbered lines left (right) about—Face! Hands on hips—Place!



8. Mazurka balance left and right forw.—1-6; three glides forw. leading left—7-9; three glides leading right—10-12. (Around desks.)

FOURTH GRADE.

RELAXATION DRILLS.

See page 3.

1. (a) Hands on shoulders—Place! Stretch arms upw. and raise the left and right leg backw.
(b) Chopping wood: In straddle position: Clasp hands and swing them over one shoulder (once the left, then the right); swing the arms down, and between the legs, at the same time bending the knees slightly. Repeat 10 to 15 times.
(c) *A Breathing Exercise.* (See page 21.)
2. (a) Hoisting sail: In straddle position: Stretch one arm up and slightly bend body toward other side (take hold of rope); pull that arm down and stretch the other up, bending the opposite side, and repeat 40 to 50 times. (The hands should be clenched when up and the arms pulled down with force.)
(b) In straddle position, arms stretched upw, with hands clasped: Bend trunk forw. and backw. 15 to 20 times. Also sidew.
(c) *A Breathing Exercise.* (See page 21.)
3. (a) *Arms for thrusting—Bend!* Thrust upw. and rise on toes.
(b) Thrust left arm forw. and raise left knee—1-2! Same right—3-4! Repeat 20 to 30 times in rapid rhythm.
(c) Mowing: In straddle position: With hands closed, swing arms to right as far as possible, turning trunk in same direction, then, with a slight forw. bending of the body, swing the arms vigorously to the left and turn trunk to the left; at the same time move the right foot a short distance forw. and when again swinging arms to right, move the left foot forw. 30 to 40 times.
(d) *A Breathing Exercise.* (See page 21.)

LESSON XLI.

1. Raise arms forw.—1! Swing sidew. and turn palms up—2! Return—3-4!
2. Raise arms sidew.—1! Raise upw. and clap—2! Return—3-4!
Hands on shoulders—Place!
3. (a) Bend trunk backw. and stretch arms upw. (The arms in line with the trunk.) Fig. 1.
(b) Bend trunk forw. and stretch arms sidew.
(c) Alternate (a) and (b).
Hands behind—Clasp!
4. (a) Stride sidew. left—1! Bend left knee—2! Return—3-4!
(b) Combine (a) with Ex. 2.
Hands on hips—Place!
5. Bend trunk sidew. left and stretch right arm upw.—1! (Arm close to head.) Fig. 2. Return—2! Same opposite—3-4!
6. Repeat Ex. 2 with rising on toes on second count.
7. Repeat Ex. 1 with bending knees on second count.
8. * Swimming Exercise. Arm movements: Begin with arms extended upw. and slightly forw., thumbs touching; palms toward each other (Fig. 3); turn hands (palms outw.) and move arms downw. and sidew. to level of shoulders—1! Fig. 4. Bend arms, elbows and upper arm against the body, palms of hands touching—2! Fig. 5. Stretch arms upw.—3!



NOTE.—After the co-ordination has been acquired do the second and third movements in quick succession. The first count for the long sweep of the arms should be long-drawn-out and the second and the third follow quick and sharp.

- Even-numbered lines left(right)about—Face! Hands on hips—Place!*
9. Four change-steps forw.—1-8; four glides forw. leading left—9-12; four glides forw. leading right—13-16. (Around desks.)

* The swimming movements, which are a part of each lesson for this term, should be given all the attention they deserve. The ability to swim is a desirable accomplishment. Swimming is one of the best forms of exercise. Every boy and girl should learn to swim and teachers should encourage pupils to do so. A teacher in one of the European schools reported that 80 per cent. of his pupils were able to swim the first time they entered the water after a "Land Drill" similar to the one outlined in these ten lessons.

LESSON XLII.

Arms upw.—Bend!

1. (a) Stretch arms upw.
(b) Same with raising the left and right leg backw.
2. (a) Stretch arms forw.
(b) Same with raising left and right knee.

Hop to straddle position and raise arms sidw.—Hop!

3. Bend trunk backw. and bend arms inw.—1-2! Same bending forw.—3-4!

Position—Stand! Hands behind—Clasp!

4. (a) Stride forw. left — 1! Bend left knee — 2! Return—3-4!

(b) Same right.

5. (a) Stride forw. left and bend arms upw.—1! Bend left knee and stretch arms upw.—2! Fig. 1. Return—3-4!

(b) Same right.

6. (a) Stride forw. left and place hands on shoulders—1! Bend trunk to the left and throw arms sidw.—2! Fig. 2. Return—3-4!

(b) Same stepping and bending right.

Arms for striking—Bend!

7. (a) Bend-knee-step sidw. left and right.

(b) Same with striking both arms sidw. Fig. 3.

(c) With striking left and right arm and turning head left and right.

8. Swimming exercises—arm movements. (See foregoing lesson.)

Left (right)—Face! Hands on hips—Place!

9. Three closing steps sidw. left with rising on toes—1-9; half cross step turn left—10-12. Repeat 13-24. Same right.



LESSON XLIII.

Arms for thrusting—Bend!

1. (a) Thrust arms upw. and sidew.
 (b) Same with rising on toes and bending knees.
 (c) Repeat (b), but the even-numbered rows begin with rising on toes, and the odd-numbered ones with bending knees.
2. Hands on shoulders—1! Bend trunk backw. and throw arms sidew.—2! Fig. 1. Return—3-4!
3. Hands on shoulders—1! Bend trunk forw. and stretch arms upw.—2! Fig. 2. (Arms in line with the body.) Return—3-4!
4. Bend-knee-step backw. left and right and raise arms diagonally. Fig. 3. (The backw. arm should be well raised.)



Hop to straddle position and place hands behind neck—Hop!

5. (a) Bend left and right knee alternately.
 (b) Same with bending trunk sidew. left and right.
Position—Stand! Hands behind—Clasp!
6. (a) Bend right knee and raise left leg forw. Fig. 4.
 (b) Same opposite.
 (c) Alternate (a) and (b).
 (d) Repeat (c) with lightly touching toes of extended leg. (Preliminary to "bend-knee-step" forw.)
Hands on hips—Place!



7. Swimming exercise. Leg movements: Raise left knee—1! Fig. 5. (Foot against the right knee, left knee turned well out toward the side.) Extend the left leg sidew.—2! Fig. 6. (Foot drawn up toward the instep, about a foot above the floor and 15 to 18 inches from the right leg.) Close feet—3! Repeat 10 to 12 times. Then the same with the right leg.
Even-numbered lines, left about—Face! Hands on hips—Place!
8. Point forw. and backw. left—1-2; change step left—3-4. Same right—5-8. (Around desks.)

LESSON XLIV.

Hands on hips—Place!

1. (a) Stretch arms forw. and sidew.
 (b) Stretch arms diagonally, right and left arms alternately upw.
 (c) Touchstep backw. left and right and stretch arms upw.

On desk—Sit! (Feet under opposite desk for support.)

Hands behind neck—Place!

2. Lower trunk backw.—1! Raise—2! Fig. 1. (Slowly.)
Position—Stand! Hands behind neck—Place!

3. Bend trunk obliquely forw. left and right.

Hands—Down!

4. (a) Raise arms sidew. left and right. See Fig. 2.
 (b) Same with touchstep sidew. left and right. Fig. 2.
Hop to straddle position and raise arms sidew.—Hop!

5. Turn trunk to the left, place left arm behind the back and curve the right overhead—1! Fig. 3. Return—2! Same opposite—3-4!

Position—Stand! Hands on hips—Place!

6. Repeat Ex. 1 (b), with touchstep sidew. left and right. Fig. 4.

7. Swimming exercise. Leg movements: Same as in foregoing lesson, but count—1-2-3-4. Have no movement on one; on two raise the knee, on three stretch the leg and on four close feet quickly.

8. Support on the desks while counting 15. Fig. 5.

9. Three closing steps forw. with knee bending—1-9; half cross step turn—10-12. Same right.

LESSON XLV.

1. (a) Bend arms upw. and immediately stretch upw. in one count.

(b) Same sidew.

(c) Repeat (a) with rising on toes.

(d) Repeat (b) with bending knees.

2. Raise arms fore-upw.—1! Bend trunk forw. and lower arms sidew.—2! Return—3-4!

3. Raise arms side-upw.—1! Bend trunk backw. and bend arms upw.—2! Fig. 1. Return—3-4!

4. Bend-knee-step sidew. left and right and raise arms sidew. left and right. Fig. 2.

5. Bend trunk sidew. left and right and raise arms to circle overhead. Fig. 3.

Hands behind—Clasp!

6. (a) Bend right knee and raise left leg forw.—1-2! Same right—3-4!

(b) Bend-knee-step forw. left and right. Fig. 4.

7. In support on the desks: Swimming exercise—leg movements with both legs. (Count as in last lesson.)

Even-numbered lines left (right) about—Face! Hands on hips—Place!

8. Point forw. and backw. left—1-2; change step forw. left—3-4. Same right—5-8. Four follow-steps forw. left and right—9-16. (Around desks.)

LESSON XLVI.

- 1 (a) Hands on shoulders—1! Stretch arms upw.—2! Return—3-4!
 (b) Same forw.
 (c) Repeat (a) with raising leg backw.
2. Raise arms sidw.—1! Bend trunk backw. and turn palms upw.—2! Return—3-4!
3. Raise arms sidw.—1! Bend trunk forw. and place hands behind neck—2! Fig. 1. Return—3-4!
Hop to straddle position and place hands on shoulders—Hop!
4. Bend left and right knee and stretch arms diagonally. Fig. 2.
Hands—Down! (Remain in straddle position.)
5. Turn trunk to the left and raise arms diagonally, right fore-upw., left backw.—1! Fig. 3. Return—2! Same opposite—3-4!
Position—Stand! Hands on shoulders—Place!
6. Raise left and right leg. forw. and stretch arms forw.
7. Swimming exercise—arms and one leg combined. *Arms extended upw.* (See Lessons 41, 42 and 43.) Move arms sidw.—1! Bend arms and raise left knee—2! Fig. 4. Stretch arms and leg—3! Fig. 5. Close left leg to right—4! (After a little practice the closing of the legs should be done on three, with no movement on four.) Also practice with the right leg.
Left (right)—Face! Hands on hips—Place!
8. Three mazurka balance steps sidw. left, right, left—1-9; half cross step turn right—10-12. Same right—1-12.



LESSON XLVII.

1. (a) Raise arms forw.—1! Raise arms upw.—2! Return—3-4!
- (b) Same with rising on toes on 2.
- (c) As (a), but with bending knees on 2.

On desk—Sit! Feet under opposite desk. Hands behind neck—Place!



2. Lower trunk backw. and remain to fourth count. Repeat 6-8 times.

Hop to straddle position and hands behind neck—Place!

3. Bend trunk obliquely forw. left and right. Fig. 1.

Hands—Down! (Remain in straddle position.)

4. Bend left knee and raise arms sidew., palms up—1!
Bend right knee and clap hands overhead—2! Fig. 2.
(Continue in two counts.)



Position—Stand! Hands over head—Clasp! (Arms straight.)

5. Bend trunk sidew. left and right. Fig. 3.

Arms—Down!

6. (a) Stride forw. left and raise arms forw.—1! Bend left knee and swing arms sidew.—2! Fig. 4. Return—3-4!



- (b) Same right.

7. As Ex. 6, but raise arms upw. on second count.

8. Repeat swimming exercise of last lesson.

NOTE.—Children should be encouraged to practice the complete movements—arms and legs together—at home, lying on a stool. Fig. 5.

Even-numbered lines left (right) about—Face! Hands on hips—Place!

9. Raise left leg forw.—1; raise left foot in front of right knee—2 (Fig. 6); change step forw. left—3-4. Same right—5-8. (Around desks.)



LESSON XLVIII.

Arms for thrusting—Bend!

1. (a) Thrust arms upw. and downw.
(b) Same forw. and sidw.
2. (a) Raise left and right leg backw. and thrust arms upw.
(b) Raise left and right knee and thrust arms forw.

Arms—Down!

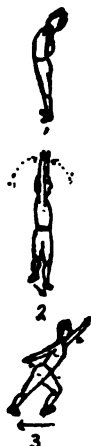
3. Bend trunk backw. and bend arms upw.—1! Fig. 1.
Return—2! Same forw.—3-4!

Hands behind—Clasp!

4. (a) Bend-knee-step sidw. left and right.
(b) Same backw.
(c) Same forw.

Hands—Down!

5. (a) Stride forw. left and raise arms sidw., palms up—1!
Turn trunk left and raise arms upw.—2! Fig. 2.
Return—3-4!
(b) Same right.
6. Bend-knee-step sidw. left and right and raise arms sidw. left and right.
7. Bend-knee-step backw. left and right and raise arms diagonally. Fig. 3.
8. Swimming exercise as in Lesson XLVI.
9. Three follow-steps forw. with rising on toes, left, right, left—1-9;
half cross step turn right—10-12. Same right.



LESSON XLIX.

1. (a) Raise arms for striking—1! Strike sidw.—2! Return—3-4!
(b) Same with raising left leg sidw.
(c) Same right.
2. (a) Raise left leg and arms forw.—1! Touchstep backw. left and swing the arms backw., turning the palms outw.—2! Fig. 1. Return—3-4!
(b) Same right.
3. (a) Bend arms inw.—1! Bend trunk backw. and throw arms sidw., palms up—2! Fig. 2. Return—3-4!
(b) Same bending forw.
4. Rise on toes and raise arms fore-upw.—1! Bend knees and lower arms sidw., palms up—2! Return—3-4!
Hop to straddle position and hands on hips—Place!
5. Bend left knee and the trunk sidw. left—1! Fig. 3.
Straighten—2! Same right—3-4!
Position—Stand!
6. Bend-knee-step forw. left and right and raise arms forw. Fig. 4.
7. Swimming exercise as in Lesson XLVI.
Even-numbered lines left (right) about—Face! Hands on hips—Place!
8. Raise left leg forw. and hop right—1! raise left foot in front of right knee and hop right—2; change step forw. left—3-4. Same right—5-8. (Around desks.)



LESSON L.

Arms for thrusting—Bend!

1. (a) Thrust arms upw.—1! Swing arms down and backw.—2! Return—3-4!

(b) Same with rising on toes and bending knees. Fig. 1.

2. (a) Thrust arms forw.—1! Swing arms to the left—2! See Fig. 2. Return—3-4!

(b) Same right.

(c) As (a), with raising left leg sidw. on 2. Fig. 2.

(d) Same right.

Hop to straddle position and hands on shoulders—Place!

3. Bend trunk backw. and stretch arms upw.—1! Return—2! Fig. 3. Bend trunk downw. and touch the floor—3! Fig. 4. Return—4!

4. Rise on toes and stretch arms upw.—1! Lower arms sidw., palms up, and bend knees—2! Rise on toes and clap hands overhead—3! Lower heels and hands on shoulders—4!

Hands—Down! (Remain in straddle position.)

5. Turn trunk to the left and raise the arms diagonally, right fore-upw., left backw.—1! Fig. 5. Return—2! Same opposite—3-4!

Position—Stand! Arms for thrusting—Bend!

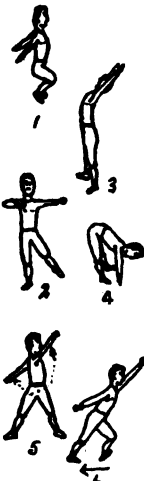
6. (a) Bend-knee-step forw. left and right and thrust forw. (b) Same sidw.

(c) Same backw. with thrusting arms diagonally. Fig. 6.

7. Swimming exercise as in Lesson XLVI.

Even-numbered lines left (right)—Face! Hands on hips—Place!

8. Three glides forw left and right—1-6; two mazurka balance steps forw.—7-12. (Around desks.)



GAMES FOR SCHOOL ROOM AND SCHOOL YARD

The limited space in many of our school yards makes free play practically impossible. The stronger and bigger children of the school monopolize this space, while the weaker and the small ones seek safety within the building, or stand along the fence or walls. The result is that the children who need the exercise and fresh air most have the least opportunity for either. The games herewith presented offer an opportunity for organized work during the recess period, which will permit the greatest use of the available space, and at the same time insure healthy outdoor exercise for pupils and teachers.

It is hoped that teachers will take advantage of the opportunity to conserve their own health, as well as that of the children.

Caution.—Do not attempt too many games. The children will enjoy a game more when they understand it thoroughly. On the other hand, do not continue one game too long. Teach two or three and change frequently, but do not take any new ones till the old are well learned.

Materials.—Each school should have several Basket and Volley Balls; also, for the larger pupils, two or more Medicine Balls. Each child in the primary rooms should have a bean bag. (Oats may be substituted for the beans.) These should be about six inches square. They can be made in the Domestic Science Classes. Half a dozen large "Oat Bags," twelve or fifteen inches square, are also useful. Also several pieces of thin rope, and one about one inch thick and thirty feet long for Tug of War. A number of baskets and some towels (to be used twisted and for blindfolding) will be found useful. Bean Bag Boards, Ring Toss Pins and Rope Quoits (which can be made by the Manual Training Classes) will be enjoyed by the pupils.

The Value of Play.—The primary object of play must always be recreation. The hygienic value will result from effective muscular activity which stimulates heart and lungs. Yet we must not lose sight of the *Educational Value*. The training of the motor and sensory nerves, the resulting neuro-muscular efficiency, the development of the sense perception and quick reaction, the acquiring of skill and accuracy, and finally the strengthening of the will power and self-control, and the building of character, are all important results of well-regulated play.

List of School-Room Games.

GRADES I, II, III, IV.

- | | |
|---|-----------------------------|
| 1. Bean Bags—Tossing. | 11. Snow Ball. |
| 2. Bean Bag Races. | 12. The Trees in the Storm. |
| 3. Bean Bag Throw for Score. | 13. Cat and Mouse. |
| 4. The Wide Awakes. | 14. Follow My Leader. |
| 5. Racing. | 15. Swinging. |
| 6. Jumping Jacks. | 16. Birds. |
| 7. Vaulting. "Over the Seats." | 17. Musical Desk. |
| 8. Jumping. "Over the Fence,"
also "Over a Brook." | 18. Fruit Basket. |
| 9. Stoop. | 19. The Seasons. |
| 10. Simon Says. | 20. Fox and Rabbit. |

SCHOOL-ROOM GAMES.

1. *Bean Bag Games.*

Bean Bags.—With a sufficient number of these the primary teacher can do an endless variety of things both entertaining and useful. (A ball made of rolled-up newspaper makes a fairly good substitute.)

(a) Each child having a bag throws it in the air and catches it in both hands—in the left hand, in the right hand. When skill is acquired in this they may throw in unison and in regular rhythm.

(b) The teacher may throw the bags at random, and the pupils who catch them may in turn throw to some other children.

(c) The teacher throws a bag and calls a name as she does so. Pupils who catch it may call some one else as they throw it to them.

(d) Two rows facing each other a short distance apart. One throws to the other and the number missed is noted. Those having the least misses win. Increase the distance as the children become proficient. Also throw high, or zigzag.

(e) Throw up and catch your own bag after clapping hands, once, twice, etc.; or do certain arm movements before catching; or turn completely around before catching.

(f) Passing the bag: From one to the other; from front to rear overhead, or, facing the aisle, sideways. Also as a relay, etc.

2. *Bean Bag Race.*

I. A number of bags are placed on the front desk of each section. The first child in the section stands, and at the signal places one bag on the last desk in its row, returns for the next and carries it to the same desk, and so on until all the bags are on the last desk; then the child returns to his own place. The first through is winner.

The second one starts from the last desk and carries the bags to the first. Continue until all have had a turn.

II. *Relay*.—The first child in each section, with the bag in the left hand, stands in the right aisle, facing the rear wall. At the signal they run back, touch the wall, return down the same aisle, giving the bag to the second, who quickly starts off, and in turn gives it to the third, and so on, till the last one gets it; he touches the wall and runs to the front, giving it to the first.

Since each section is playing independently, the line getting the bag to the front desk first wins.

III. *Potato Race*.—There are as many bags on each front desk as there are desks in the section. The first child in each section stands. At the signal to begin they place a bag on each desk, but taking only one bag at a time. The first one through is winner.

Number two of each section stands. At the signal they begin to collect the bags, one at a time, and bring them to the front desks in the same manner in which they were distributed.

Number three again distributes them, and so on till each has had a turn.

3. *Bean Bag Throw for Score.*

I. A Basket is placed on the front floor. Each child has a bean bag, and standing at a specified distance from the basket tries to throw his bag into it.

II. Draw a large circle with several smaller ones concentrically within (like a target). Number the rings, give the smallest circle the highest number. Note where each child's bag is thrown, and after several trials add up the score.

III. In like manner throw at the Bean Bag Board. A board set on a slant, having several holes of various sizes and numbered on the same principle as the rings, the smallest hole having the highest number.

These can also be played one side against the other.

4. *The Wide Awakes.*

This game is intended to teach alertness and quick reaction.

I. The pupils are all seated. The teacher says: In the left (right) aisle—Stand! After several repetitions she changes the wording and says: Stand in the aisle to your—Left! This requires quicker thinking.

II. In the same manner give the orders to sit in the seat on the left or right. Or in the seat in front or behind.

III. Finally combine all three, thus: Stand in the aisle on your—Left! In the seat in front of your own—Sit! In your own seat—Sit! In the seat on your right—Sit! etc.

5. *Racing.*

Note.—In all running games, those who are not running must keep their feet under the desk, and the runner must pass up and down the aisle designated by the teacher.

I. At the signal the first row across the room stands in the right

aisle, facing the rear; another signal and they run back, touch the rear wall and return down the same aisle. Second and subsequent rows repeat. At another time this is played in the aisle to the left, or each pupil goes down the left and back in the right aisle. Each row has had a winner.

II. The above may be played by the rows across the room running, but each section playing independently, the second pupil starting when the first reaches his seat, and so on (Relay). In this the section wins.

III. The class is seated in the center of the seats. The first row stands facing front. At signal they run around the front desks to their seats. At the signal the second row runs, and so on — each row having had a winner.

IV. The above may be played by making a complete circuit of the section, each arriving at his desk down the same aisle from which he started.

6. *Jumping Jacks.*

I. Each pupil raises the left or right foot backward, holding it with the hand on the same side. Standing on the ball of the other foot, they hop in place — in time to the counting of the teacher. Later they hop, without holding the feet, a fixed number of times on each foot, changing quickly to the other. Stand on the toes while hopping or jumping.

II. While the children are swinging an imaginary rope, hop on both feet.

III. The same, but a given number of times on one foot, then on the other, then on both feet. Also the teacher and a pupil may swing the imaginary rope, increasing the speed as she says: "Salt," "Pepper," "Vinegar," "Mustard."

7. *Vaulting — "Over the Fence."*

All stand facing the side of the room. At the first signal each places one hand on the edge of his desk and the other on the edge of the next desk. At the second signal they jump over the seat, alighting on the balls of the feet.

Vary the above by having the pupils in the first section run to the rear and around to the desk in the last section directly across from their own. Continue until each is again at his own desk.

8. *Jumping — "Over a Fence."*

I. Place two light, movable boxes (or books or slates on end) on the floor, and across these a stick. The pupils, by sections, start to run around the room, jumping over the stick with left, right, or both feet, as directed, returning to their desks. This may be done hopping on one foot.

In the yard this may be played by having the class jump over a rope.

"Over a Brook."

II. Draw two lines a short distance apart. The space between is the brook or ditch. Whoever does not jump over the second line falls into the water and gets wet feet, therefore "goes home (his seat) to get dry."

9. *Stoop.*

In this game the children must respond to the command given, and not to what the teacher does. She simply says, "Stand," and does as the class does; finally she may say, "Stoop"—she herself standing. Those who imitated her movement are caught and must sit down.

10. *Simon Says.*

One player is chosen leader (Simon). The other players stand, with enough space between each other to permit of free movement. The leader faces the players and says: "Simon says arms sideways raise!" or "Simon says position!" or "Simon says jump!" or "Simon says rise on toes!" etc. Whereupon the players do what is commanded. But if the command is not prefixed with "Simon says!" then the players do nothing. Any player following this last command must drop out of the game and sit down. The play continues until all are caught.

11. *Snowball.*

The class stands; one-half faces the other. At the signal all stoop, gather imaginary snow (do not touch the floor). At the next signal all stand up and "make a snowball." At the next signal the ball is thrown at some one on the other side.

All may throw at a snow man drawn on the front board.

12. *The Trees in the Wind.*

This is to be used for an opportunity to ventilate the room, expand the lungs and to relax.

The class stands, each representing a good, strong, tall tree, with strong branches (outstretched arms), and twigs (the fingers). As the wind begins to blow the little twigs move; next, the top of the tree (head); then the branches move up and down; now the whole tree is bending (trunk bending and turning). During this the wind has been blowing and getting louder; the children imitate the blowing of the wind (inhale through the nostrils and exhale between the partly-open lips). Finally, the wind blows more gently and the movements gradually stop, each in turn, ending with the little movements of the twigs.

13. *Cat and Mouse.*

Arrange children in a circle, with hands grasped. Two players are chosen—one, the cat, outside, and one the mouse, in the center of the ring. One says, "I am the cat;" the other, "I am the mouse." The cat, "I will catch you;" the mouse, "You can't do it." Whereupon both run, the cat trying to catch the mouse, running up and down the aisles or in and out of the circle.

If the room is too small to form a circle, all remain seated. The cat and mouse are selected, and run up and down the aisles until the mouse is caught. The next two children then take their places.

14. *"Follow My Leader."*

With the class standing and a good leader, they begin to march around the room, imitating him. He may take arm movements — hop, clap, sing — anything. The changes must occur quickly, and inattention sends a child to his seat.

15. *Swinging.*

The class stands, moves backward until there is forearm distance between the pupils. With the right foot forward and both hands holding the ropes of an imaginary swing containing some one, they push in time to counting of the teacher.

Imagining a heavier person to be in the swing, they push harder, moving the body more, bending the knees alternately. Finally, at a signal, they run under the swing to their seats.

Note.—"Swinging 'Neath the Old Apple Tree" (Barrows) may be sung with this game.

16. *"Birds."*

Each section assumes the name of a bird. When the teacher calls for one — say the robin — the robins "fly around the room," finally returning to their seats, when another set of "birds" is called.

This continues until all have been out.

Eleanor Smith's "Songs, Vol. II," "Fly, Little Bird" (page 40), might be used with this game.

17. *"Musical Desk."*

All the seats are turned down. As many sections as possible are filled and a child on the front seat.

The odd-numbered sections stand, the front seat is raised, thus there is one child more than there are seats in the section. At the signal each line runs around its section, and continues to do so until signaled to stop, when each quickly sits in the nearest vacant seat, but some one is left in each row. These are out and stand aside. The even-numbered rows then play. At last all the losers may play alone, thus finding the least alert.

18. *"Fruit Basket."*

The players are all seated. One is chosen to tell a story about fruit. He stands in front of the room or in the center of a circle. Each player is given the name of a fruit. The one chosen tells a story, bringing in these names. Each player rises and turns around when he hears his name. All rise and turn when the words "fruit basket" are heard. At the words, "The fruit basket upset," all the players must change seats, and the one who has been telling the story tries to take the place of one of the other players. Whoever is left standing tells the next story.

19. *"The Seasons."*

After a lesson on one of the seasons a few moments of relaxation will be enjoyed, particularly if the sports of the season are brought out. The following are suggestions for fall:

In the fall we go to the woods. March around the room until we reach our desks — the woods. On the way we crossed a small stream — a stick placed on two boxes — and jumped across it.

We gather nuts — all stooping; or we jump for the nuts on the trees. The leaves are cleared away — all stoop and gather the leaves. They are then thrown to one side. This is repeated several times.

Then there is a game, "Leap Frog" — jumping over the seats. The wind blows. Play "The Trees and the Wind," or "Jump an imaginary rope." We then walk home, singing on the way. "Come, Little Leaves, Eleanor Smith's "Songs," Vol. II, page 21, may be sung while gathering leaves.

20. "*Fox and Rabbit.*" (Materials, two bean bags.)

A white bean bag may be used for the "rabbit" and a red one for the "fox." One child in the circle is given the "rabbit," which he sends around the circle by passing it to the one next to him, and so on. A moment later the "fox" is started, giving chase to the "rabbit." The latter must reach the child's hands from which it started before the "fox" overtakes it. The players sometimes forget that a "fox" is coming after the "rabbit" and do not help it along. Attention and coöperation are called into play.

This may also be played with the children seated. The bags are then passed back in one row and forward in the next.

The "rabbit" must reach the last child before being overtaken by the "fox."

List of Outdoor Games.

GRADES I, II, III, IV.

- | | |
|----------------------|-------------------------|
| 1. Circle Tag. | 11. Beetle Goes Around. |
| 2. North and South. | 12. Black and White. |
| 3. Statue. | 13. Black Man. |
| 4. Cat and Rat. | 14. Chinese Wall. |
| 5. Fox and Gardener. | 15. Red Rover. |
| 6. Hopping Circle. | 16. Fish Net. |
| 7. Two in a Ring. | 17. Lamé Fox. |
| 8. Changing Places. | 18. Relay Race. |
| 9. Poison. | 19. Planting Potatoes. |
| 10. Bull in the Pen. | 20. Two Deep. |

OUTDOOR GAMES.

I. *Circle Tag.*

The players form a closed circle, facing inward, with a pupil who is "it" on the outside. "It" runs around the circle and taps one of the players on the shoulder or back and says: "Come along." The one so challenged at once starts in pursuit and tries to tag "it" before he gets into the place left vacant. If he succeeds, he resumes his place in the

circle and the other must challenge another player. If he does not tag him he becomes "it." In order that all may have a chance to run, those having had a turn will face outward. Only those facing inward may be tagged. If "it" runs past the vacant place while being pursued, the other one may take the place and "it" must challenge another one.

Variations.—(a) The one tagged runs in the opposite direction from the one who tagged.

(b) When the two runners meet, they grasp right hands and bow three times.

(c) They grasp both hands and spin around two or three times.

2. *North and South.*

Two divisions line up, facing each other, at a distance of about thirty feet, holding out their right hands waist high, with palms turned upward. The leader of one side advances and lays his hand successively on the hands of several of the players on the other side, suddenly striking one hand; whereupon he turns and runs back to his line, pursued by the tagged one. If caught before reaching his side, he returns to the opposite side and the catcher takes his turn. The tagged one continues the game. The side having the largest number at the close wins the game. When the number playing is large, it is advisable to divide the players into groups of six or eight on each side, so that more children are busy.

3. *Statues.*

The leader stands at one side of the playground, on a line marking the goal on that side, with his back turned toward the other players, who are at the opposite goal. The leader counts ten aloud, during which time the players try to steal up as near as possible to the goal line. As soon as the leader stops counting, the players stop and stand perfectly still, while the one who is "it" turns around quickly and sends back to the starting place all whom he sees moving; he then turns around and counts as before. The player crossing the goal line first is leader for the next game.

4. *Cat and Rat.*

Arrange players in a circle, with hands grasped. Two players are chosen, one, the cat, outside, and the other, the rat, in the center of the ring. One says, "I am the cat;" the other, "I am the rat." The cat, "I will catch you;" the rat, "You can't do it." Whereupon both run, the cat trying to catch the rat. The players forming the circle protect the rat by letting it run in and out under the grasped hands, and stopping the cat whenever possible. If the cat is too slow for the rat, the players raise the hands, and the cat may run in and out at will until the rat is caught. Breaking the ring or squatting on the ground must not be permitted.

5. *Fox and Gardener.*

The players form a circle, with hands grasped. One player within the circle is the fox, while the other, without, is the gardener.

Gardener says: "What are you doing in my garden?"

Fox: "Eating grapes."

Gardener: "Who gave you permission?"

Fox: "Nobody."

Gardener: "Then escape if you can."

The fox then runs in and out of the circle, underneath the hands of the players, closely followed by the gardener, who must run in and out the same places as the fox. If the fox is sly and can lose the gardener while running, or if the fox is caught, the two take their places in the circle and two others continue the game.

6. *Hopping Circle.*

For this game a rope, or strong cord, ten or fifteen feet long, with a heavy, but soft, object at one end, is required. A small bag filled with sand is the best, but an old overshoe or a piece of garden hose makes an excellent substitute.

Form a circle, facing inward. One player, in the center, swings the rope close to the ground and near the players' feet in such a manner that the pupils must jump in order to allow it to pass. Whoever stops the rope is out and steps aside.

This may be played by running around in a circle in the opposite direction from which the rope is swung, jumping as before to let the rope pass. Also by those forming the circle facing outward.

7. *Two in a Ring.*

Make a number of circles about two feet in diameter. One player, "it," may tag any player who is not standing within the circle. Not more than two players may stand in a circle at one time. The player who first entered the circle may be forced out by a third player entering. There should be one or more circles less than half the number of players.

8. *Changing Places.*

The players form a circle. Each is given a number from one to the number of players. One player, chosen to be "it," and standing in the center, calls the numbers of two players. These players must change places. "It" tries to get in one of the vacant places; if successful, the player left out becomes "it."

9. *Poison.*

A number of pupils grasp hands, forming a circle. A light object is placed in the center of the circle. The pupils try to bring each other in contact with the object ("Poison") by pulling and pushing while moving around it. The player touching "Poison" is out and steps aside.

10. *Bull in the Pen.*

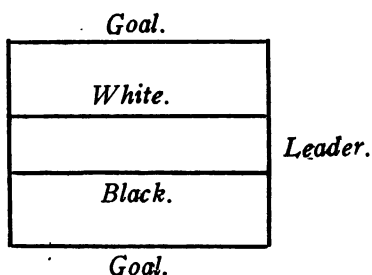
The players form circles, with hands grasped. One player is in the circle and tries to get out, either by crawling under the hands, jumping or climbing over, or breaking through. If he succeeds in getting out, the

two players between whom he passes must run after him. The one who catches him becomes the next "Bull."

11. *Beetle Goes Around.*

The pupils form a circle, standing close together, face toward the center, with hands grasped behind them. One player runs around the outside of the circle, carrying the "Beetle" (a knotted handkerchief or a twisted towel). While doing this he passes the beetle to a player without being seen by the rest. After passing, he calls, "Move on, beetle!" The one holding the beetle steps out, strikes the player to his right, chasing him around, outside of the circle and back to his place, striking as often as possible. The player having the beetle will continue the game by giving it to some other player.

12. *Black and White.*



The players are divided into two parties, who stand on two lines about four feet apart, as shown in diagram.

One side is called the "Black," the other the "White Party." The leader has a piece of cardboard, painted black on one side and white on the other, or a cube having three black and three white surfaces. The goal line is behind the players, at a variable distance, according to the size of the playground, but should not exceed fifteen yards.

The leader throws the card or cube into the air. If the white side is up when it alights, the white party runs toward its goal, pursued by the black party, who catch as many of the white as possible. These captives must join the opposing party or they may be put out of the game until it is finished.

If boys only play the game, the captives may be made to carry the captors on their backs to the center.

The game continues indefinitely. The party having the most players at the end wins the game.

This game may also be played by the teacher holding up a piece of cardboard that is of different color on each side. The side having the color shown must run.

Or the teacher may simply call the color which is to run.

13. *Black Man.*

The "Black Man" stands in the middle of the yard, facing the others, who are arranged in a line on one side of the school yard. When the center player calls, "Who is afraid of the Black Man?" the others answer, "Not I!" and run across to the opposite side. The center player tries to catch as many of the runners as possible. All those who are tagged before they reach their goal must assist in tagging the others, until all are caught. The last one caught starts the next game.

This game is also known as "Hill, Dill." The player in the center

PLAYS OF
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then says: "Hill, Dill, come over the hill, or I'll catch you standing still," whereupon the players run as above.

14. *Chinese Wall.*

In the center of the play space and reaching from side to side two parallel lines, about three feet apart, are drawn, representing the wall. Two goal lines, also reaching from side to side, parallel with the wall, one on each side of it and about twenty to thirty feet distant. One player, the "Builder," stands on the wall facing the other players, who are standing on one of the goal lines. Upon the "Builder's" order to "Start," the players try to cross the wall to the opposite goal line, and the "Builder" tags as many as he can without leaving the wall. All those he tags become his "Workers" on the wall, who must help him tag the others who are now on the opposite goal line. Upon the "Builder's" command to "Start," they again cross over to the other side, and "Workers" as well as the "Builder" tag as many as possible. Neither "Builder" nor "Workers" may leave the wall to tag others. When all have become "Workers," the game begins over. The last one caught is the "Builder" in the next game.

15. *Red Rover.*

One player, "Red Rover," stands in his "den," that is behind a line drawn across one end of the playing space. The other players tease him by calling: "Red Rover, Red Rover, come out of your den. If you catch me or tag me, I'll be one of your men." He clasps his hands, runs out and tries to tag one. If he succeeds, both return to the den, join hands and again venture forth, each player tagged joining the line. Players may be tagged only by the ones at the ends of the line. If the line is broken, either by those forming it or by a player breaking through, those in the line must return to the den. No one may be tagged when the line is broken.

16. *Fish Net.*

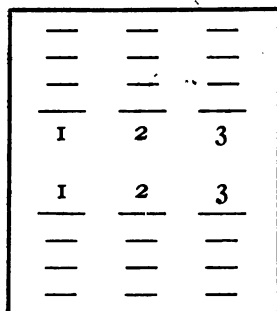
Two goal lines are drawn some forty to fifty feet apart and reaching from side to side of the play space. The players are aligned on one of the goal lines. One player, the "Net," stands on the opposite goal line. At the call, "The Net is coming!" all move forward to the opposite goal, while the "Net" tries to catch a "Fish" by throwing his arms around him. The one caught joins hands with him on the opposite goal line. The "Net" again gives his warning, and as the "Fish" swim to the other side, another one is caught by the "Net," now consisting of two players; encircling him and grasping hands, they take him to the goal, where he joins the net. As the net becomes longer, several fish may be caught at one time. The last one caught is the "Net" for the next game. If the catchers let go of hands the net is broken and those in it are released.

17. *Lame Fox.*

The one playing "Fox" stands in his "den," marked off, preferably in one corner of the yard. The others, the "Chickens," run around the outside and tease the Fox by calling: "Lame Fox, lame Fox, can't catch one of us!" The "Fox" with three long jumps comes out of his den,

and then, hopping on one foot, tries to tag one of the "Chickens." When one of them is tagged it becomes the "Fox" and is chased to the den by the others, who strike him with knotted handkerchiefs. Should the "Fox" in his attempt to tag a "Chicken" put both feet on the ground, he is chased back to the den. He may, however, change feet by hopping from one to the other as often as he gets tired.

18. *Relay Races.*



The players are divided into two sides, which are again divided into smaller teams, the members of which stand one behind the other, directly back of the starting line, as shown in the diagram. The opposite teams work together. The first players on one side hold a handkerchief, flag or other light object in the right hand, and at the signal run to their opposite partner, hand the object to the first one of that side, who in turn runs to the opposite side and gives it to the next player there, and so on till all have run. The runners stand behind the ranks toward which they run. The team finishing first wins the race.

19. *Planting Potatoes.*

Draw a number of circles a short distance apart on the starting line. On a straight line with each circle mark three or more crosses, six to twelve feet apart. Place the required number of objects (dumb-bells, bean bags, etc.) inside of each circle. A pupil stands beside each circle holding one of the objects in his hand. At the command they run, place the object on one of the crosses marked opposite their ring, return, get the second, place it on the next cross, run back again, get another object, place it on the mark, and so on, till all the objects are placed, when the runners return to their circles. The one finishing first is winner. The next division starts from the circle as before, but gathers up the objects in the same manner that the first runners distributed them, and replace them in the circles.

20. *Two Deep.*

The players form a circle facing inward and standing several feet apart. A runner and a catcher stand outside of the circle. The runner starts around the outside of the circle and steps in front of some player, who then becomes the runner. The catcher tries to tag the runner before he gets in front of another player, or, not succeeding in this, he tries to tag the one in front of whom the runner stopped. If he succeeds in tagging the runner, he at once becomes the runner, and the other (the runner) the catcher. Running through the circle or more than half way around it before stopping in front of some one is not allowed.

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